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ABSTRACT

This document is comprised of the two issues of the UNESCO International Clearinghouse on Children and Violence on the Screen's newsletter published in 2002, describing research findings concerning children and media violence, children's media use, and activities aimed at limiting gratuitous media violence. The first is a double issue that begins with brief articles on how children are portrayed--or not portrayed--in news sources in Asia, Portugal, Sweden, and the United States. Subsequent articles summarize: (1) children's responses to news in Greece; (2) media education in Multi-Ethnic Education; (3) journalism on children's rights in Brazil; and (4) Egyptian children's media use. Future conferences dealing with children and media violence and global campaigns promoting children's rights are also described. The second issue begins with a review of children's participation in the media in Tanzania, in the former Leningrad (now reverted to St. Petersburg), Chile, and Norway. Subsequent articles describe media literacy for Japanese third-graders, the 2nd Asian-Pacific Television Forum, and an International Seminar on Television and Violence in Chile. Both issues of the newsletter also summarize regulations and measures from around the world addressing children and media. (HTH)

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News from International Clearinghouse on Children and Violence on the Screen (ICCVOS), 2002.

Vol. 6, No. 1-2, 2002

Cecilia von Feilitzen, Editor

UNESCO International Clearinghouse on Children and Violence on the Screen, Nordicom, Goteborg University.

2002

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News from
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FOTOS

We welcome...

researchers, policy-makers, media professionals, teachers, voluntary organisations and interested individuals to the Clearinghouse information network. As a participant you will receive our newsletter, and be offered the yearbook at a reduced price. Both publications (in English) include contributions of other network participants from all parts of the globe. (Participation in the network is free of charge.)

The value of the Clearinghouse as a forum *rests in the breadth of its coverage and the commitment of its participants. In short: the more relevant information we gather, and the more who contribute from all continents, the better our services.*

We are interested in *research related to children, young people and media violence, children's access to media and their media use, media education, media for children, children's participation in the media, and in documentation of measures and activities of relevance to this field.*

News briefs and short articles to our newsletter*, "News from ICCVOS", will be greatly valued, as will notices of coming and recent conferences, seminars and other events; of new publications; and of active associations and organisations with children and media in view.*

We are also grateful for receiving relevant publications and materials *– if possible, two copies of each, please! They will be documented at the Clearinghouse into a growing knowledge base for overviews, compilations and bibliographies of interest to various groups of users.*

As for publications and materials in other languages *than English, French, German and Spanish, we kindly ask you for complementary translations of the titles.*

We look forward to hearing from you*, not least regarding any requests or suggestions you may have concerning Clearinghouse services. And we hope that you will appreciate our efforts – as a means of making your own work known in wider circles, and as a way to keep abreast of others' work.*

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ICCVOS

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Children in Asian News

by
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The media are deeply implicated in patterns of discrimination operating against children in society. This happens mainly through silence and the neglect of child-related issues." Thus says editor Anura Goonasekera in his introduction of the book *Children in the News. Reporting of Children's Issues in Television and the Press in Asia* published in 2001 by the Asian Media Information and Communication Centre (AMIC) and the School of Communication Studies, Nanyang Technological University, Singapore.

The book is based on selected findings of a study headed by AMIC and conducted by researchers in thirteen Asian countries: Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, Pakistan, the Philippines, Singapore, Sri Lanka, Thailand and Vietnam. Fieldwork began in November 1999. Children are defined as persons under the age of 15, a group that comprises around 40 per cent of the population in many Asian countries. Although all thirteen sub-studies deal with the same topic, they are not strictly comparable. Each country focuses on children in the news in its particular social and cultural context.

Children Are Not Newsworthy

This 'case study' approach is a strength of the book, since it points to several reasons why children and child-related issues are usually disregarded by the media. The media have not consciously shunned the coverage of news pertaining to children, says Goonasekera. The media policy is to cover events considered newsworthy – in relation to readers/viewers, government policies and/or advertisers. If children or child-related issues do not appear often, this is because newsworthy items pertaining to children are not regarded as things that happen often. When there is coverage pertaining to children, it is contingent upon their involvement in some other newsworthy event, i.e., sensational events within the fields of sport, education, or human interest. Otherwise, news coverage of children is a minor component of social issues – and social issues themselves are generally very low in the hierarchy of importance dominated by politics, crime, governance, business, international affairs, and sports.

Other kinds of events in which children are sometimes presented are sensational violence or accidents. When children are victims of abuse, violence, rape or murder, mass media in many Asian countries sensationalise the story – often with graphic accounts and photos, irrespective of any legal protection applicable to such media publicity. The full identity of the suspects and the victims are also often reported to show the "accuracy of the facts".

Social and Economic Factors

The lack of media representation of children, and the manner in which they are portrayed *when* presented, is closely linked with many societal factors. Central among these are the economic resources available to a country. A general conclusion in the book is that the poorer the country, the lower the priority given to children by the mass media. The lack of basic resources stands in the way of giving importance to children's issues. In several countries no small proportion of parents are too poor to send their children to school, and many of these children are in the labour force to supplement the family income. Some children are also abused by adults within or outside the family. Other children are abandoned by their parents.

Numbering of This Newsletter Issue

Seeing that we gathered, and were kindly presented with, more information than expected about children and news – the theme of this publication – we decided to make a double issue, comprising a larger number of pages than would an ordinary issue of the Clearinghouse newsletter. The correct numbering of this current double issue would have been Vol. 5, No. 2, 2001 – Vol. 6, No. 1, 2002. However, since such a numbering is problematic for bibliographic and documentary reasons, we have chosen to more simply designate the present issue as Vol. 6, No. 1, 2002.

In addition, there is a strong gender bias against girls in many Asian countries – boys are openly preferred. Even if issues such as child labour, 'street kids' and sexual abuse are reported to some extent, they are presented in a perfunctory and staid manner, and sometimes because of "pressure" from foreign countries. Several studies document how extreme poverty combined with illiteracy and political instability have placed the question of Children's Rights extremely low on the list of priorities. Generally, leaders in many poor countries do not see the issues that children face in their countries as a serious problem.

Structural and Organisational Media Factors

While the researchers in Bangladesh, India, Pakistan and Indonesia draw attention to the poverty of their countries as being the main reason for the neglect of children, the researcher in Thailand, which is a relatively affluent country, points to structural and organisational media factors that tend to marginalise children. The rights of children to speak for themselves on matters that concern their needs and well-being are largely curtailed by the occupational routine of news and programme production. Children's voices are rarely heard when issues that would affect them deeply are reported on. As regards education, for example, government officials on education and, sometimes, teachers are the key sources.

The authors of the Chinese study also conclude that when children's issues are treated, newspapers and television often consider them by using the standards and views of adults.

Political Factors

The Malaysian study, among others, documents the political process. Dominant groups in society, such as the political elite, can occasionally use child-related issues in the media – but in order to gain political popularity and to discredit their opponents, i.e., children are used as pawns in the game. News items could, for example, be linked to parties and festival celebrations held in orphanages, hospitals, kindergartens, residential schools and centres for disabled people. In such reports, the voices of children are marginal; if heard at all, they thank the government for its support and funds to help those in trouble and distress. Children are represented as objects rather than active subjects.

Commercialisation

In addition, globalisation has increasingly commercialised the media industry, overindulging in entertainment such as drama, sports and music, especially in the richer Asian countries. Even politics, which used to be the single major issue covered by the media, has lost its dominant position. Fashion, shopping and beauty contests are increasingly gaining prominence as media events. The rampant commercialisation has also affected the way child-related issues are treated in the media. Children, including infants, are frequently used to market products for both children and adults, and more and more goods are targeted at children with merchandising built into the marketing strategies. In these contexts, children are not represented as active citizens of society.

Ways to Move Forward

Lack of clear media interest, absence of clear policies, lack of trained persons, lack of adequate financial support, absence of a strong public opinion in favour of children, lack of advocacy groups, and cultural and traditional social practices are other factors that contribute to the neglect of issues relevant to children in the media.

However, as underlined, each country studies news reporting on children within its own specific context and generalisations are not easily made. Instead, this highly interesting book invites close reading, country by country. Suggestions for future measures and policies, terminating the chapters, are, naturally, also anchored in the local context.

Many recommendations concern the need to increase awareness of child-related issues, Child Rights, and guidelines for the media among the general public, decision-makers, journalists and producers. This will require sustained action in many concrete ways over an extended period – until the time that the entire perspective on what is newsworthy includes children and child-related issues. ■

Children in Portuguese Newspapers – Two International Perspectives

by
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How are foreign children portrayed in Portuguese newspapers? What is considered newsworthy when referring to children from different geographic areas?

Answers to these and other questions were sought through a quantitative analysis of two mainstream Portuguese newspapers (*Público* and *Diário de Notícias)* during one year (2000). Each edition was read and all items directly or indirectly referring to children were selected. Children were defined as persons under the age of 15.

There were 1,195 child-related news items, of which 557 (47%) referred to children in other countries. More than two-thirds of the foreign

news items dealt with Europe and the U.S.A., while only one-fifth dealt with Africa, the Middle East/Asia and Latin America. A few news items covered international conferences, UN resolutions, and the like. This contradiction between geographic dimension and number of items is an example of the social construction of news; the distribution points to, among other things, the relevance of geographic proximity.

The European news items were also unevenly distributed. News from the U.K. dominated, and together with Italy, Germany, Spain and France, these news reports comprised more than three quarters of the European news items.

We – Them

News topics differed between European news, on one hand, and news from Africa, Asia and Latin America, on the other. The five main topics among European news items related to children were: 'paedophilia', 'child at risk', 'schooled child', 'child of science', and 'Olympic child'. The five main topics among news items about Africa, Asia and Latin America were: 'victim of war, persecutions, catastrophes', 'medical child', 'child soldier', 'child in poverty', and 'abandoned and neglected child'. Thus, whereas the first two European topics focused on events or situations commonly perceived as dangerous to children's welfare in Western societies, all five main topics about Africa, Asia or Latin America were characterised by negativity. Children from these continents were presented mainly as victims of "remote problems" from a Western European perspective, and texts were often short without contexts or alternatives. When photographs accompanied the news texts, the European child pictured was usually a white middle-class child, while children from especially Asia and Africa were portrayed as poor. Children in Africa, Asia and Latin America were definitely portrayed as *the others* in *another world* – apparently without connection with *ours*.

Children in Five European Newspapers

In a second study, the two Portuguese newspapers mentioned above were compared with three newspapers from other European countries (*Le Monde*, France; *El Pais*, Spain; and *The Guardian*, U.K.) during the first week of October 2000, chosen as a probable "normal week" without predictable special events. Each edition of the five newspapers was read and the same methodology was applied as in the first study.

During the week 97 child-related news items were found and were fairly evenly distributed between the five newspapers.

A quantitative analysis showed, among other things, that educational issues constituted the main agenda in all five newspapers, comprising about one quarter of all news items referring to children. The educational news articles were mostly nationally oriented, covering 'school curricula' or 'school organisational problems' but also 'school violence' or 'school and children of social minorities'.

Children in Headlines

Furthermore, a qualitative discourse analysis sought to understand how headlines in the five newspapers construct children's social position in the news discourse. The headlines were analysed according to different socio-semantic categories.

This analysis showed that *exclusion* of children from headlines is a common option in news items related to children. *When* children are *presented* in headlines, the children are mostly passive targets, directly or indirectly affected by external actions. Presentation of children as social actors, i.e., people who are able to do things and are doing them, is quite rare. In the few headlines in which children were presented as active, it was either in connection with negative actions, or as empowerment and metaphorical processes associated with newborn babies or even foetus capacities. Another finding was that few headlines use the children's names. It is instead more common to categorise children (e.g., 'embryos', 'minors', 'teenagers').

These and other tendencies, functioning ideologically to create a social distance from children in the reader, and putting children's problems and issues low on the public agenda (with mystification and reification as possible consequences), were similar in the five European newspapers despite their editorial and cultural differences. Thus, in the headlines, children are presented as the paradigmatic *other* compared to *us, the adults*.

News Stories Related to Children Focus on Adults

The two studies[2] call for more analyses and cross-cultural comparisons to be integrated in an enlarged debate about what news is, and how media construct children. The analyses support – by means of topics, social relevance, news values, editing, etc. – the notion that news stories about children are almost always about something else. News produces and reproduces a political choice about what has to be known and what may be ignored. □

Notes

1. A relatively large proportion of the U.S. news treated the Elian Gonzalez case, including measures taken by the U.S. and Cuban regimes.
2. More findings can be found in: Cristina Ponte (2001) *The International Child. A Cross-Cultural Comparison of Media Coverage of Childhood.* Centre for Media and Communication Research, Brunel University, London.
Cristina Ponte (2001) Mapping the International Child in the News. Paper presented at the V. ESA Conference, Helsinki, Finland, 28 August – 1 September 2001.

by
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In order to learn what sort of image Swedish news media present regarding children, a content analysis was conducted of all news about children over a one-week period during the turn of month September/October 2001.[1] The sample consisted of articles and notices collected from eight newspapers across the country (the four biggest national and four local), the most watched television news (on the three national channels) and the most important radio news (on national station 1). News stories were selected if they contained a picture of a child/children or the word 'child/children', resulting in a total of 337 stories. Children were defined as persons up to and including the age of 18.

Crime, Accidents or Violence Dominate News about Children

When children were covered in the news, 'crime, accidents or violence' was the most common subject occurring in almost half of these stories. The coverage of crime/accidents/violence was higher in news on television and radio than in daily papers. One explanation is that during the time of the study the news reported from Afghanistan and Pakistan, and television showed many more pictures of children from the war zone than did the newspapers, in which almost all stories focused on Swedish issues. However, only one-tenth of the news stories studied came from Afghanistan and Pakistan. Excluding these, the subject of crime/accidents/violence was still the far most common subject in news about children.

A great deal of these stories was about youth and criminality. "Youngsters rob youngsters" was a typical theme. Children were also often portrayed as victims; this kind of news often consisted of short articles that use children to draw the public's attention. The child is often mentioned in the headline but is unimportant in the text. One example is an article about a father who has been killed. The headline says, "Children grieve for their dead father" above a photo of the crying children. However the text does not mention the children but only discusses the father and the murder.

Although stories about accidents were fewer than those about crime and violence, they were also used to appeal to the public's collective heart. The public tends to view accidents that happen to children as worse than those that happen to adults. News stories often use headline and photos to imply more importance than is actually the case.

'Education' was the subject that received the next highest coverage in news about children. However, only about one-tenth of the stories involved education. Since education indeed concerns children, who spend much of their time in school, the low coverage of this subject is remarkable. During the week studied, television news did not broadcast a single story about children and education.

Children's Voices Are Seldom Heard

In news stories about children, the children themselves are seldom allowed to speak. Children spoke in about one-fifth of all stories about children. When they did speak, the stories were often about a group of children, such as in a school or a daycare center. The stories seldom concerned the specific child who spoke. Instead, he/she was presented as a spokesperson for all the children.

Most common was that adults spoke about children and sometimes even spoke for them. Thus, comments from adults about how children think, what they like and what they dislike were made without allowing the children to respond themselves. Even when the children did speak, they spoke in the shadow of adults – in most of these stories, too, more adults than children expressed themselves.

Children appeared in photographs in almost half of the stories. In one-tenth of these, children were not mentioned in the story at all but only appeared in a newspaper photograph or on television.

Children Are Not Treated as Individuals

Children in news stories are seldom portrayed as individuals. Most stories focused on a bigger group such as a school or merely 'children', meaning all children. When a story covered only one child, the story was often about crime, accidents or violence, and the child was portrayed as a victim or perpetrator.

The stories usually did not mention children's gender, or were about both girls and boys. When the stories covered only girls or boys, no gender was covered more often than the other.

Crime/accidents/violence was the most frequent subject for both genders, but was more common in stories about boys than about girls. In this kind of news, girls were more often pictured as victims than were boys, who were more often presented as perpetrators. In fact, only one story that covered only girls portrayed them as perpetrators. □

Note
1. Petra Dahlgren (2001) *Vilken bild ger svenska medier av barn? En granskning av nyhetsflödet i press, radio och TV* (What Image Do Swedish Media Present regarding Children? An Examination of the News Flow in Press, Radio and Television) edited by Helen Sandberg, Stockholm, Save the Children. The study will also appear as a BA thesis.

Local Television News

Local television news plays a key role in the U.S.A., since the majority of adults get more of their news through local broadcasts than any other source. How, then, are children portrayed in local television news?

A content analysis, published in October 2001, examined the local hour-long evening newscasts preceding the national news in six American cities for the television networks CBS, NBC and ABC affiliates during the month of July, 2000, i.e., eighteen hours of local news each day across the country. News stories studied had a primary focus on children or child-related topics. Children were defined as people between birth and eighteen years of age. The study was commissioned by the child advocacy organization Children Now, U.S.A., and conducted by Dr. Franklin D. Gilliam, Jr., professor at University of California, Los Angeles, and director of the Center for Communications and Community.

Some key findings were:

- While children account for one fourth of the U.S. population, they receive scant attention in local news stories, accounting for 10 percent of all news stories.
- When children were covered, crime received the most coverage (45%), followed by health (24%), lifestyle issues (19%), education (9%), and politics/economics (3%).
- When children were portrayed in crime news, it was usually (in 84% of these stories) in relation to violent crime. Murder accounted for nearly half of all violent crime stories about children.
- Over two thirds of crime stories about children featured children as victims.
- Adults spoke in half of stories about children – children spoke in less than one fifth of stories about children.
- Children of color accounted for slightly more than one third of news stories about children, comparable to their overall demographic proportion of the population.
- Children of color were significantly less likely to have stories told by people of their own racial or ethnic group.

Source

http://www.childrennow.org

Previous U.S. Studies on Children and News Released by Children Now

The News Media's Picture of Children: A Five-Year Update and A Focus on Diversity (July 1999) by Dale Kunkel, Associate Professor of Communication at the University of California, Santa Barbara, with the assistance of Erica Biely and Emma Rollin. The study deals with national news media's picture of children in the U.S.A. – based on a sample of five major newspapers and three broadcast networks collected throughout the entire month of November 1998 – and replicates a study conducted in 1993 (see below).

The News Media's Picture of Children (March 1995) by Dale Kunkel (see above). This study, too, treats national news media. Data were gathered throughout November 1993. The sample is comparable to that in the above-mentioned study in 1998.

A Different World: Native American Children's Perceptions of Race and Class in the Media (June 1999). The polling firm Lake Snell Perry & Associates conducted three focus groups of youth aged 9-17 in three U.S. cities in April and May 1999.

Tuned In or Tuned Out? America's Children Speak Out on the News Media (February 1994). The polling firm Fairbank, Maslin, Maullin & Associates conducted a national telephone survey of 850 children aged 11-16 in the U.S.A. concerning their use of and opinions about the news media in January 1994.

Source: http://www.childrennow.org

National TV News

Teenagers are portrayed in the personalized context of crime and other at-risk behaviors to a much greater extent in news on local television than in news on national television in the U.S.A.

This is one major conclusion from a study conducted by the Centre for Media and Public Affairs (CMPA) and released in the September/October issue 2000 (Vol. XIV, No.5) of its bimonthly newsletter *Media Monitor.*

Another notable finding is that youth-related stories are relatively fewer in national than in local news. 4 per cent of all news stories studied in national news programs referenced youth, whereas the corresponding figure for local news stories was 8 per cent.

The study is based on four national and fifteen local evening news programs broadcast during more than one month from September through December 1999. For the national sample, the nightly newscasts on ABC, CBS, and NBC, along with the six o'clock evening news on CNN were coded. The local sample included the ABC, CBS and NBC network affiliates in six cities. The two samples together produced a total of 9,678 stories (over 206 hours of air time), of which 730 were youth-related. 'Youth' meant in this context persons from middle-schoolers to college students and workers in their late teens.

Source

http://www.cmpa.com

News Reporting on Young People in Australia

A previous Australian study found that young people have little or no voice in the predominant media outlets, and little or no representation except when it suits the ideology or prejudices of the media. The study also concluded that young people and criminal activity accounted for a major proportion of media coverage, contributing to young people being largely portrayed as problems.[1]

To explore in more detail the nature of news reporting in relation to young people in Australia, Judith Bessant and Richard Hil gathered a range of contributions from researchers, practitioners and journalists and edited the book *Youth, Crime & the Media. Media representation of and reaction to young people in relation to law and order*, Hobart, Tasmania, National Clearinghouse for Youth Studies, 1997.

The editors state that the main theme to emerge from these accounts is not simply that the media engage in processes of selective interpretation, distortion and exaggeration – such processes particular forms of language and imagery combine to represent youth semiotically as a problem social category. Reports of the young serve to reinforce preconceived ideas about this population and add weight to calls for increased state intervention and social control.

The book is divided into three parts. The first section explores a range of theoretical issues that connect media reports of young people with processes of governance in society. Part two examines media reports of particular events involving young people, and considers media responses to those incidents. The third section identifies some of the inclusionary/exclusionary strategies built into media accounts of particular young people, such as "promiscuous" girls, certain minority ethnic groups, disabled young people, young Nazis, children who kill, and young people who protest.

Note

1. Australian Centre for Independent Journalism (1992) *Youth and the Media.* Sydney, University of Technology, Working Paper No. 3.

Three Decades of Educommunication in Latin America

In Latin America the concept of 'education for communication (through the media)' or 'educommunication' is more in use than 'media education' or 'media literacy'. The CD-Rom "Tres Décadas de Educomunicación en América Latina" (ISBN: 9978-41-834-2) tells in Spanish the history of educommunication during the period 1969 - 2000 and is also an incentive for the future. Articles and projects are presented from Argentina, Bolivia, Brazil, Chile, Cuba, Ecuador, Mexico, Peru, the Dominican Republic, Uruguay and Venezuela. The CD was produced in 2001 for OCCLAC (Organización Católica Latinoamericana y Caribeña de Comunicación) and coordinated by Pablo Ramos.

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"It May Happen to Us..." Greek Children's Views on TV News

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The aim of this research project, being conducted in Greece, is to study children's views regarding television news. Television news is a unique genre in the sense that, on one hand, it is surrounded by programmes aimed mainly at entertainment, whereas, on the other hand, it has been designed principally to inform audiences. Consequently, the distinction between fantasy and reality is not always easily made, and less so by those of younger ages. It is also well known that news programmes often present current affairs as "fiction", whereas other programmes present fiction as reality.

Previous Research

Recent studies in the U.S.A. and U.K. suggest that younger children – up to 12 years old – watch television news much more frequently than is often expected. Although children are not avid news watchers, data show that news is definitely included in their television diet. It also seems that somewhat older children within the age span in question, although watching television news to a lesser degree than children's programmes, do value current affairs and prefer adult news programmes to those designed for children (Stipp 1995, Toivonen & Cullingford 1997). These findings seem to hold true for Greek audiences as well (Pantzou et al. 1988).

Psychological research on the adult audience's reactions to television news has focused primarily on cognitive processing (i.e., the viewers' understanding and memory) (Salomon 1984), whereas very little of this research has considered children as a special audience for news. This latter group of studies has instead primarily dealt with children's feelings towards different dimensions of violence in the news, such as war or crime (Cairns 1988, Toivonen & Cullingford 1997).

The above findings raise several questions about the ways children view and make sense of news, as well as the ways they relate what they see on television to their own experiences. These questions are of special importance given the facts that (a) television has a pervasive presence in children's lives, connects them to a larger world, and influences their behaviour, attitudes and knowledge (Gunter & McAllear 1997, Toivonen & Cullingford 1997), and (b) children comprise a special group with unique characteristics as concerns their cognitive, emotional and social development (Berk 1991).

Questions and Method

In the present study, both quantitative and qualitative data were collected in three phases during a two-year period through structured questionnaires and interviews among children in the 3rd to 6th grades (10 to 12 years old).

During the first phase, questionnaires aimed at investigating children's (a) TV preferences and habits, (b) definition of news, (c) level of interest in news, and (d) degree of trust in what is presented in the news. The questionnaire was distributed to 150 children (75 boys and 75 girls). The interviews (with 15 boys and 15 girls) aimed to further explore children's views regarding the above questions.

During the second phase, questionnaires aimed to explore (a) the children's views on the importance of being informed, (b) the elements of news programmes children are interested in, (c) their views on the goals of news, and (d) their degree of trust in what is presented in the news. One hundred thirty-eight children aged 10 and 12 years, respectively (half in each age group, about half of both sexes) participated in this phase. The selection of these two ages was based on the assertion that 10-year-olds have not mastered the distinction between fantasy and reality (Berk 1991).

During the third phase, we conducted interviews aimed at in-depth exploration of children's experiences of and emotional responses to television news. Children were asked to (a) recall news events and explain their choice, (b) indicate the reasons why they believe it is important to be informed, (c) report kinds of news that frighten them and explain why they are frightened, and (d) think about the reasons why news programmes present violence. Thirty-two children from the 3rd and 6th grades participated in this phase (18 boys and 14 girls).

Some Preliminary Findings

In accordance with previous research, 10- to 12-year-olds consider it very important to be informed, although only the younger children in this age span highly trust what is presented in the television news. Moreover, the immediacy and proximity of events presented seem to attract children's attention – however they recall more vividly those news stories in which violence and catastrophe are predominant.

Results further show that even if children believe that news aims at informing people, they also

seem to ascribe additional functions to this genre. More specifically, children seem to believe that television news provides information that may help them protect themselves from possible dangers. Finally, their observations seem motivated by sympathy for others, as well as by direct fear for their own safety. That is, in some cases children tend to express feelings of empathy, such as sorrow or anger for the human suffering they see on TV, whereas in other cases they tend to express fear that what is on television news – i.e., earthquakes, crimes, war and illness – may happen to them or to other members of their family as well.

In conclusion, we can say that children are not passive viewers of news. On the contrary, they seem to evaluate and interpret television messages and, eventually, integrate them into their experience in their own unique way. However, their relation to television is one of inequality and, as such, this makes children vulnerable viewers of television news. □

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Children's Reactions to Television News

Public concern over children's exposure to television news has increased in recent years, in part because of the dominance of crime and violence in such programming. Although many children regularly watch television news, little research exists on children's reactions to TV news. The results from a U.S. study by Barbara J. Wilson and Stacy L. Smith revealed that older children (grades 4 to 6 in elementary school) were more likely than younger children to comprehend TV news and to be frightened by it. Developmental differences were also observed in the types of stories children recalled as scary. Younger children more often mentioned stories about natural disasters and accidents as frightening, whereas older children more often mentioned stories about crime and violence.[1]

Such survey data do not indicate the specific features of news stories that may be causing upset. Smith and Wilson conducted one of the first studies to experimentally manipulate different features of a news story and assess their impact on children's comprehension and emotional responses.[2]

The experiment was designed to examine how two particular aspects of television news might influence children's responses to a story about crime: graphic visual images of a story and proximity of a story. A total of 88 U.S. children from two age groups (6-7 years vs. 10-11 years) viewed one of four versions of a news story about gang violence. The versions were created by varying the inclusion of graphic visual images of the crime (video footage vs. no footage) and proximity of the crime (local city vs. non-local city).

Results revealed that proximity of the story had a significant impact on older children's responses but not those of younger children. In particular, older children were more likely to be frightened by and perceive themselves personally vulnerable to a story about local than nonlocal crime. In contrast, the video footage unexpectedly decreased fear responses among children in both age groups.

The researchers emphasize that their finding for video footage should be interpreted with caution, and that future research is needed to disentangle possible explanations: For example, the images used in the crime story may not have been intense or disturbing enough to evoke fear. Or the particular images used may have contained information that actually ameliorated children's fear (paramedics, ambulatory crew, police officers), etc.

Notes

1. Barbara J. Wilson & Stacy L. Smith (1995) Children's Comprehension of and Emotional Reactions to Television News. Paper presented at the International Communication Association annual conference, Albuquerque, NM.

2. Stacy L. Smith & Barbara J. Wilson (2000) "Children's Reactions to a Television News Story: The Impact of Video Footage and Proximity of the Crime", *Communication Research*, Vol. 27, No. 5, October 2000, pp. 621-673.

The two studies were also presented at the Second International Forum for Child and Media Research, November 26-29, 2000, Sydney, Australia.

More about Children's Emotional Responses to News

More research findings on children's fear and emotional responses to news – as well as to fiction and other media contents – can be found in previous issues of the Clearinghouse's newsletter, in particular No. 3, 1997, No. 1, 1998, and No. 2-3, 1998. The newsletters are available on our web site: http://www.nordicom.gu.se/unesco.html

Talking to Children about the News

News on television, the radio and in the daily paper can learn children a lot about the world. But news can also be frightening and confusing to them. To meet the questions, worries and other emotions children may have, parents, teachers and other caregivers can be helped by advice from researchers with experience. After the tragic events in the U.S.A. on September 11 last year, many mailing lists and web sites, especially in the U.S.A., published advice on how to communicate with children about violence and terrorism in the news. There are also news topics other than terrorism and violence that can be frightening. Here is an attempt to summarise the advice given and, further down, some of the web sites where you can read more.

Whether and how the child should consume the news depends on the child and how the news is presented. Important to bear in mind is also that different age groups have different needs and ways of interpreting what they see, hear or read. The youngest children, under 6 years of age, have limited ability to discern fantasy from reality. Television is real and what they see is happening here and now. Strong emotional expressions are what will affect them most.

Children between 7 and 12 years of age understand the difference between fantasy and reality but lack perspective. Children of this age, like older children and adults, can be frightened by crimes or disasters presented in the news thinking it may happen to them.

Teenagers are very aware of what is happening in the world and are often very vulnerable. They can find the news frightening thinking about the future and possible consequences there might be of what they have seen. To young people this age, overexposure can lead to misinterpretation of what society is really like, or desensitisation.

• Talk to children about what they have seen, heard or read and try to give them a balanced and reasonable context. Professor Emerita Joanne Cantor, University of Wisconsin, U.S.A., recommends "calm, unequivocal and limited truth" and not giving "any more [information] than they are asking for" (see her web site below). Watching the news together can also be used as a starting point for discussion on difficult subjects.

• Let children know they are safe and that you are there to keep them safe. Your presence and attention will have a reassuring effect. Teenagers, who may seem very grown-up, still turn to their parents for a sense of safety and security. Young children in particular also need bodily emotional contact.

• Limit children's exposure to television. The pictures and sounds on television can have a powerful impact and bring the world directly into your home. Also try not to leave children watching the news alone.

Sources and web sites for more detailed advice:
American Academy of Pediatrics: http://www.aap.org/advocacy/releases/disastercomm.htm
Joanne Cantor: http://www.joannecantor.com
KidsHealth: http://www.kidshealth.org
Center for Successful Parenting: http://www.sosparents.org
Talking With Kids About Tough Issues: http://www.talkingwithkids.org/television/twk-news.html
Young Media Australia: http://www.youngmedia.org.au/yma/Subpages/ustragedy.htm

Comunicar Digital

Comunicar is an international Ibero-American scientific journal dealing with communication and education. The unabridged texts from the fifteen issues of *Comunicar* released during the years 1993-2000 have been recorded on the CD-Rom "Comunicar Digital 1/15" (ISBN: 84-930045-2-9). The CD contains, thus, nearly 700 articles (experiences, research, proposals and reflections) by Spanish and Latin American scholars covering a variety of themes in the field of education in communication media. The CD, as well as the journal, is edited by Grupo Comunicar, a non-profit association of teachers, academics and innovators in Andalusia, Spain (see contact details below).

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Media Education in Multi-Ethnic Education

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During the October 8, 2000 elections, slightly over 15 per cent of the Flemish population in Belgium voted for an extreme Right party called Vlaams Blok (Flemish Block). Some 15 per cent of Belgian youth between the ages of 15 and 24 believe that foreigners should be sent back to their country of origin,[1] and over fifty thousand students in secondary education (over 12%) do not approve of the fact that migrants (would) attend their school.[2]

Belgium – a Multi-Ethnic Society

On January 1, 2000, Belgium had 897,110 inhabitants who were not Belgian, i.e., 8.75 per cent of the overall population.[3] For Flanders (the Flemish part of Belgium) this represents 293,650 or 4.94 per cent. These figures mainly include, in decreasing order, Dutch, Moroccans, Turks, Italians, French, Britons, Germans, Spaniards, immigrants from the present Yugoslavia, and Portuguese. However, these figures do not include the refugees who have not been recognised. For the year 2000, their number was estimated at approximately 43,700. Some 8 per cent of these refugees will eventually obtain legal status, while their majority will become "illegals". At the end of 1999, the number of illegal residents in Belgium was estimated at 100,000. This means that there are between 100,000 and 150,000 more foreigners than appears in official records.[4]

The foreigners, particularly those of Moroccan and Turkish origin (the typical migrant groups), and more recently immigrants from the present Yugoslavia, seem to cause a great deal of irritation in the Flemish population. Our society has fundamentally changed in a relatively short time. This is particularly true in cities where there is considerable anonymity, mobility is high, and where different groups and cultures co-exist. As a result of this, as well as the "low capacity to respond" that is typical of the Flemish population, which swallows innumerable small matters in silence, the population becomes wrapped in a spiral of irritation. This irritation is often the basis for an intolerant attitude which, in part of the Flemish population, results in a voting behaviour that leans towards the extreme Right. .

Due to the deep-rooted denial of diversity that is present in our society, a passage is necessary from a passive tolerant attitude[5] towards the citizenship idea that has as its central issue the actual involvement of groups and individuals with democratic institutions. The recognition of the Other as an equivalent person implies a recognition of the equivalence of differences. This recognition, like an actual involvement in the functioning of democracy, should start as early as possible, preferably with young children. However, before a strategy to elaborate respectful citizenship can be proposed, the entry behaviour of children must be investigated.

What Causes Intolerant Attitudes in Children?

The question in the heading above contains a core element of my research,[6] which concentrated on the question of how standards and values of a multi-cultural society crystallize at school. Both the attitudes of teachers as regulators of standards and the attitudes of pupils, as well as the use of audio-visual media within the class (technocratic view of media-education) were discussed.

728 teachers in various elementary schools in the Belgian province of Limburg answered a detailed standardised questionnaire on this theme. Data illustrated that three out of ten teachers adopted a critical and hardly positive attitude towards multi-cultural society. Teachers' opinions on "minorities" did not appear to be negative *à priori* but often indicated indifference and misjudgement of their own abilities with regard to the transfer of values. These opinions are also determined by the composition of the school and the class within which the teacher operates. The more immigrant pupils per class, the more positive the teachers will be, and the stronger the increase in their commitment will be. In "black" (mainly immigrant) schools, demotivation and scepticism appear least of all – in accordance with the research data.

984 children between the ages of 8 and 12 answered (in writing and during group discussions) questions on their self-image, their opinions on and attitudes towards others, and their appreciation of other ethnic groups. The children's opinions seemed to be closely related to their self-image and the opinions of the *ingroup*. The *ingroup*, i.e., "the Belgians", was described in positive terms. The respondents, however, did reveal increased appreciation towards related groups and nationalities (e.g., French, English, German). These groups were considered not only "more similar", but also better, happier and richer than unrelated groups (Chinese, Eskimos, blacks). Turks and Moroccans (the traditional immigrant groups) were more often described pejoratively ("poor", "dirty", "lazy" and "dumb").

The sources of information used by children to form opinions about the others were also assessed: The behaviour of family members and friends, but also education – and particularly the attitudes

Notes
1. Survey by the European Commission on the quality of education, June 2000.
2. Centrale voor Studie- en Beroepsoriëntering (Central Office for Studies and Vocational Guidance), 1993.
3. Statistics from the Nationaal Instituut voor Statistiek (NIS) (National Institute of Statistics).
4. *De Standaard*. Editorial article on immigration, 26 March 2001.
5. Characteristic of the present-day integration attitude.
6. Els Schelfhout: *Communication Studies in a Pedagogic Perspective: Watch Carefully, Think Critically and Use Responsively*. Ph.D. Dissertation, Free University of Brussels, January 15, 2001 (in Flemish).

f teachers – seem to play an important role in the cceptance of others. However, stronger than the nfluence of family, friends and education seemed o be that of the media. The children indicate levision as the main source of information for nowledge about and opinions on other groups nd nationalities. The importance of television ncreases when there is little or no possibility for nterpersonal contact. However, if interpersonal ontacts with members of other ethnic groups xist, the informative value of television in this gard does not decrease. Television remains an nportant source of information, without preju-ice to other possible sources.

low Can Intolerant Attitudes Best Be ontrolled?

The other core question of my research was how ntolerant attitudes could be counteracted. The esearch results strongly defend media education ithin the context of the school. Media training at school, as an element of a vast social training project, may contribute to critical reflection and social responsibility. However, media education has still failed to earn a firm place in the curriculum in Flanders, as it has throughout Belgium. A frequent misconception – that little can be learned from the media because, in the end, everyone can understand television and other media messages – is the basis of the "fuzzy" definition of media education and the role that education must play in this. Practical implementation of media education and methods to be followed in this respect are seriously jeopardized by this failure to commit. □

Call for Participation

European Research Project: Media Education for Democracy

Children in Belgium indicate television as their nost important source of information for knowedge regarding others, i.e., other cultural groups. Especially for children in the 4th class and onwards the age of eight and over), the information function of television in this regard is very significant. Based on these and other decisive factors resulting rom her doctoral research (see the preceding rticle and its note 6), Els Schelfhout argues in avour of a conscious reflection on the values and pinions of teachers and pupils and the impact of nedia representations (audiovisual as well as those n new media technologies) within a conceptual pproach of *training for democracy in a nulticultural society.*

To translate this approach into practice – i.e., o make the arguments for media education and he promotion of understanding, respect and riendship amongst different cultural groups vorkable – we need to develop a practicable edagogy.

This is the goal of a research project being carried out by the Department of Communication tudies, University of Ghent (Prof. Dr Hans Verstraeten and Dr Els Schelfhout) in cooperation with the Institute of Education, University of London (Prof. Dr Robert Ferguson, Prof. Dr Jagdish Gundara) and commissioned and supported by he Evens Foundation (Antwerp) and the Bernheim Foundation (Brussels).

The project consists of four stages: 1) research of entry behaviour (media behaviour, awareness of nedia power and media representations, as well as cultural insights, opinions and attitudes of teachers and pupils); 2) development of a practicable pedagogy (aids: video, internet site and others) with study methods and procedures that will not only nourish and stimulate a transfer of knowledge but particularly the critical conceptual thought processes about differences and similarities among people; 3) implementation, observation and evaluation of teaching aids, working methods and teacher training; and 4) finally, in order to optimise the possibility of further distribution and implementation, observation and establishment of possible effects.

It would be of emphatically added value to the project if it could take place simultaneously in different European countries. Cooperation on all project phases may be discussed.

For further information, please contact:

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Children of immigrant origin have special needs. The task of meeting these needs and assuring these children's well-being in the new host country, such as reducing inequality and social exclusion, is subject of pan-European attention. The Child Immigration Project (CHIP), a European research project on this topic, held its concluding conference "Children in Between" in Rome in December 2000. Eight partners from seven countries and from different professional disciplines participated. In the final report presented at the conference, CHIP explores new and well-known indicators of well-being within the economic, health, social, civic and cultural spheres. These indicators could be used for future policy planning and monitoring to evaluate the conditions of immigrant children, as well as the effect of actions to improve their situation.

The new domains of indicators to which CHIP would like to draw attention are those related to intercultural competence. The importance of children to a society is unchallenged, as is the idea that children are a resource. The importance of immigrants to the development of society, and promotion of cultural diversity within the national society, is for some residents considered a value, for others a source of fear. Children of immigrant origin are in-between. When growing up, these children must also employ more strategies of adaptation than their peers. If the challenge is met by negotiation and coexistence of values instead of substitution, the result may be a valuable asset of cross-cultural competence in the integrating Europe. However, it is important that children of immigrant origin are supported in their acquisition of cultural competence and in their reconciliation of contrasting values.

According to the CHIP findings, the cross-cultural competence that comes from being in-between, i.e., the ability to manage more than one culture of reference, equips immigrant children with useful skills. To be able to use this cross-cultural competence in a positive way, the new host country must make the necessary conditions for interaction available, including language training but also access to other resources of economic, health and educational character. However, capacity for managing diversity is not enough to guarantee well-being. The attitudes that others have towards immigrant children will affect to which extent they will succeed in adapting to the new society. Thus, representation in the media is important both for self-perception and for the collective perception of these children.

Media use, of television in particular, occupies an essential role in children's lives after school. To be able to monitor the well-being of children of immigrant origin the CHIP report encourages media analyses. Possible subjects of study are frequency of special programming, presence of books and magazines, number of people of immigrant origin employed in the media industry, as well as the recognition of them as consumers by visibility in advertising.

CHIP also suggests a systematic analysis of the mass media in terms of the representation of children of immigrant origin. In a pilot study conducted within the project, some troubling use of the image of children of immigrant origin was revealed. For example, these children were often associated with crime and disasters, and used to symbolise negative events. "It is evident", the CHIP report states, "that the development of an identity in the country of arrival is related to the role and identity offered in the mass media culture, and that the fight against discrimination must include a reflection on the way the media represent children of immigrant origin."

Source

Institute National de la Jeunesse et de l'Education Populaire, INJEP, http://www.injep.fr

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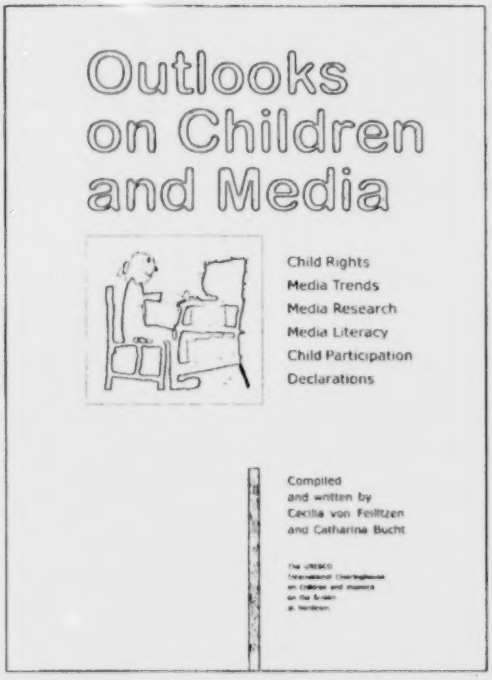
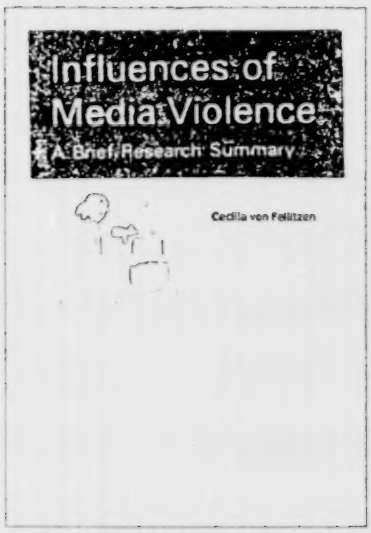
New Publications from the Clearinghouse

Yearbook 2001

Compiled and written by Cecilia von Feilitzen & Catharina Bucht: *Outlooks on Children and Media. Child Rights, Media Trends, Media Research, Media Literacy, Child Participation, Declarations.* The UNESCO International Clearinghouse on Children and Violence on the Screen, Nordicom, Göteborg University, 2001, 177 p., ISSN 1403-4700, ISBN 91-88471-09-1. Price: £ 15, $ 20 (+p & p)



The aim of Yearbook 2001, *Outlooks on Children and Media*, is to give a broad outline of children and media in the world, focusing on media literacy in the manifold sense of the word. The concept of 'media literacy' has been given a great many definitions worldwide, something that is touched upon in the booklet. What we have in view here is knowledge of children and media, and efforts made to realise children's rights in this respect, not least their right to influence and participate in the media. The yearbook contains a review of recent and current international trends in media literacy including research on children and media – that is, summarising examples of/ references to research and practices, important conferences and declarations related to the area, and a selection of relevant organisations and web sites.



Influences of Media Violence

A Brief Research Summary

By Cecilia von Feilitzen, the UNESCO International Clearinghouse on Children and Violence on the Screen, Nordicom, Göteborg University, 2001, 20 p., ISBN 91-89471-12-1. Price: Single copies free of charge

Since the end of the 1920s, thousands of studies have been conducted on the influence of media violence on children and youth. Many of the research findings would appear to be conflicting. There are, moreover, different types of media violence and different types of influences. In this document, Cecilia von Feilitzen, Scientific Coordinator at the Clearinghouse, has attempted to collect and classify research findings into a more concise form than is perhaps common when reporting on research. We hope that the publication will answer some of the questions about media violence so often asked by various groups in society.

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Reporting On and By Children

Journalism on Children's Rights in Brazil

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Brazil's children are in a crisis. Although government officials state that 96 per cent of children from 7 to 14 are regularly enrolled in school, over 2.9 million (12%) are still involved in some form of child labor, according to the National Forum to Prevent and Eradicate Child Labor. The Forum also believes that more than 800,000 children are subjected to types of work classified by the International Labor Organization (ILO) as "the worst types of child labor": slavery, work as guerillas, prostitution, drug trafficking, among other activities, that undermine children's health, moral and physical integrity. Furthermore, only 32.6 per cent of Brazilian children finish high school, and college education is a reality for only a few. There is no panacea that can solve the problems faced by Brazil's children in one fell swoop. There are, in fact, different initiatives that seek to improve the human condition of Brazilian children. These actions have met with varying degrees of success.

Lack of Reliable Public Information

In this sense, one outstanding shortcoming is the lack of widely distributed, reliable public information concerning the plight of children. Only a better public understanding of a particular social problem can compel people to more aggressively pursue successful solutions to that problem. But the country has only recently become confident as to the dependability of public information. When the military dictatorship was ousted from power, Brazil began to build an atmosphere favorable to a democratic debate that could include different actors of civil society. This kind of discussion enabled the elaboration, in 1990, of modern legislation in favor of the country's infancy and adolescence (the Statue on the Child and Adolescent), based on the full protection doctrine. Meanwhile, the Brazilian press also worked to overcome the years of censorship. Journalists, especially younger ones, started to become aware of the problems involving youngsters, such as prostitution, kids on the streets, and lack of education.

Investigation of Solutions

In this environment, the News Agency for Children's Rights (ANDI – Agência de Notícias dos Direitos da Infância) was created. Its mission is to contribute to the building of a culture in which the press gives priority to a children's and adolescents' agenda, profiling this as a strategic issue. In other words, the Agency argues that the promotion and defense of children's and adolescents' rights and their access to basic social rights is fundamental to the achievement of social equity. The Agency, in contrast to standard news agencies, acts as a center of reference where journalists can find the best story ideas, the best ways of telling their stories, and the most up-to-date sources of information, thereby establishing connections between the press, innovators and specialists.

ANDI cooperates with the Brazilian mass media to promote a new system of investigative journalism. The organization believes that it is not enough when a newspaper publishes a story with facts that, for example, four million children are exploited as slaves or that five hundred thousand little girls are driven to prostitution. In a country with such social inequalities and lack of efficient public services, ANDI has discovered that solutions must be sought in order to promote the changes that have to be made. It is here that the idea of "Investigation of Solutions" was born. This does not mean that the press should only publish "positive" or "optimistic" stories. On the contrary, the sooner society learns about the actions and policies that have been proven to make change possible, the greater impact the stories will have. If there are solutions, existing problems can be tackled.

Contribution of Research

One of the most effective strategies developed by ANDI to increase awareness of the problem in newsrooms is the promotion of two annual studies, showing how more than 50 of the most important newspapers and magazines are reporting on subjects relevant to children's rights. After the Agency's research began to be published in 1996, the various news media launched a healthy competition among themselves. Several years later, ANDI has detected that the number of stories dedicated to themes related to children's rights has increased from 10 thousand, in 1996, to 65 thousand in 2000. Moreover, 41 per cent of these stories focus not only on social problems, but also on their possible solutions.

Today, it can be said that it is easier for society to understand that street kids are not potential criminals, but instead children whose families have been destroyed by misery and unemployment. These children are, after all, kids out of home and out of school, whose essential rights have been stolen. If they are on the streets of big cities, it means that the streets provide the only way of making a living. In order to survive, get educated and contribute for the country's future, these children need help and the mobilization of the entire society. This is the change that ANDI is helping to promote. □

hildren in Non-Fiction

/hat consent is asked from children appearing on levision? A recent study[1] in the U.K. shows that, hile there are several British legal regulations rrounding the use of child performers, there are w guidelines about the way in which 'real' child-n (as distinct from performers or models) may e used.

Besides examining existing regulations and how ey are applied in production practice, the study cludes an analysis of how children are portrayed n television. The analysis – based on one day of rogramming (32 hours broadcast from 5.30 a.m. ntil 10.00 p.m.) on four terrestrial channels BBC1, ITV, Channel 4 and Channel 5) – re-ealed that nearly 13 per cent of the material was ild-related, that is, either aimed at or featuring ildren. Broken down according to genre and rget audience, 60 per cent of this material was dvertisements, 20 per cent news, 15 per cent ildren's programmes, and 2 per cent general dult programming.

The way in which children were represented in is programming had three main characteristics:

- Passivity – such as a talk show item about children's criminal responsibility in which images of children were used, but children themselves did not take part in or contribute to the discussion.
- Entertainment – children being used for adult entertainment (e.g. *Kids Say the Funniest Things*, ITV) or innocently mimicking adult performers.
- Emotion – the use of children to illustrate adult issues in the news, such as mortally ill children being used to illustrate a story about the BSE crisis.

sum, children are mostly being used to illus-ate, or exemplify, some other agenda than their wn. Even where children were the subject of the ebate and being discussed as responsible for their wn actions, they were not considered sufficiently sponsible to take part in the discussion on the rogramme. And in none of the clips categorised child-related news was the child an active agent given the opportunity to express her or his ews.

Although children do play more central roles children's programmes, these are often choreo-raphed rigorously by adults, producers and pre-nters. Children's programmes where children e given more agency seemed not to be typical, nce they were absent from this random sample of whole day's terrestrial output.

Based on interviews with families with children bout how they perceive the use of 'real' children a variety of non-fiction TV shows, the research-s Máire Messenger Davies and Nick Mosdell ormulate several recommendations. One is that ildren themselves should be consulted and sent and, where possible, parental permission. Children should also always be asked if they want to participate in any television programme, adults' or children's.

Note

1. Máire Messenger Davies & Nick Mosdell, School of Journalism, Media and Cultural Studies, Cardiff University (2001) *Consenting Children? The use of children in non-fiction television programmes. A study into the use of children on television and family responses to it.* London, Broadcasting Standards Commission.

Training Modules for Reporting on Children

Journalism instructors are welcome to use the training modules for reporting on "Children, Violence and the Media" prepared by The Press-Wise Trust, U.K., for a programme sponsored by the European Union. There are three modules: 1) An introductory module about the needs of children, the status of children in society, the UN Convention on the Rights of the Child, and International Federation of Journalists Draft Guidelines on child reporting, 2) the module "Putting children in the picture – use of images", and 3) the module "Interviewing children". The modules, which include practical exercises, are available on the web site (see address below). So is PressWise's booklet devised for UNICEF in 1999: *The Media and Children's Rights. A practical introduction for media professionals.*

For more information:
Director Mike Jempson
PressWise Trust, Bristol, U.K.
Tel: +44 117 941 5889
E-mail: pw@presswise.org.uk
Web site: http://www.presswise.org.uk

Covering the Youth Beat – a Course in Journalism

The Graduate School of Journalism at Columbia University, New York, U.S.A., is regularly offering a course in journalism called "Covering the Youth Beat". The following lines are from the course description, Spring 2002: "Students in this seminar will explore the multi-layered world of children's issues and the policies that affect them. We will examine the ethical minefields of reporting on children, and turn a critical eye toward media coverage of children through the decades."

For more information:
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The Graduate School of Journalism at Columbia University
New York, U.S.A.
Tel: +1 212 854 8765
E-mail: lh50@columbia.edu, lynhancock@aol.com
Web site: http://www.jrn.columbia.edu/courses/spring2002/j6002-17/index.asp

A Children & Broadcasting Foundation for Africa (CBFA) media team of five young journalists aged 10 to 14 participated in the Pan African Conference on the Future of Children, in Cairo, Egypt, May 2001. The children interviewed three former African presidents – of Nigeria, Mali and Ghana – as well as the First Lady of Mauritius and Somalia. They also spoke to child soldiers from Sierra Leone and shared some discussions with young delegates from Africa. The child journalists researched programmes for 'poverty in Africa', 'HIV/AIDS in Africa', 'Internet and education', 'the girl child', and 'child soldiers'. This CBFA pilot project, supported by UNICEF in Southern and Eastern Africa, proved to be a huge success, and the programmes will be available for television broadcast.

It was the second time that the CBFA has taken a media team of young journalists to cover an event from their perspective. The first was The 3rd World Summit on Media for Children that took place in Greece in March 2001. There the children challenged Ivy Matsepe-Casaburri, Minister of Communications, South Africa, about media issues relating to South Africa's children. They also challenged the Executive Director of UNICEF Carol Bellamy on what she has done to make a difference for the world's children. The child journalists filed six inserts covering the two interviews, as well as inserts on 'child participation', 'adult participation', and 'the Internet'. These programmes are available for television.

In 2001, the CBFA released *A Child's Right to Media – A South African Perspective*. The booklet gives an overview of CBFA's work for children and media since 1995, including its involvement in the World and African Summits on Media for Children, their policy implications, etc. Also, some South African findings of the research study "Children's Image of Television for Tomorrow – An International Comparison" are described. The most important observation is that children in this country want television to offer education and information.

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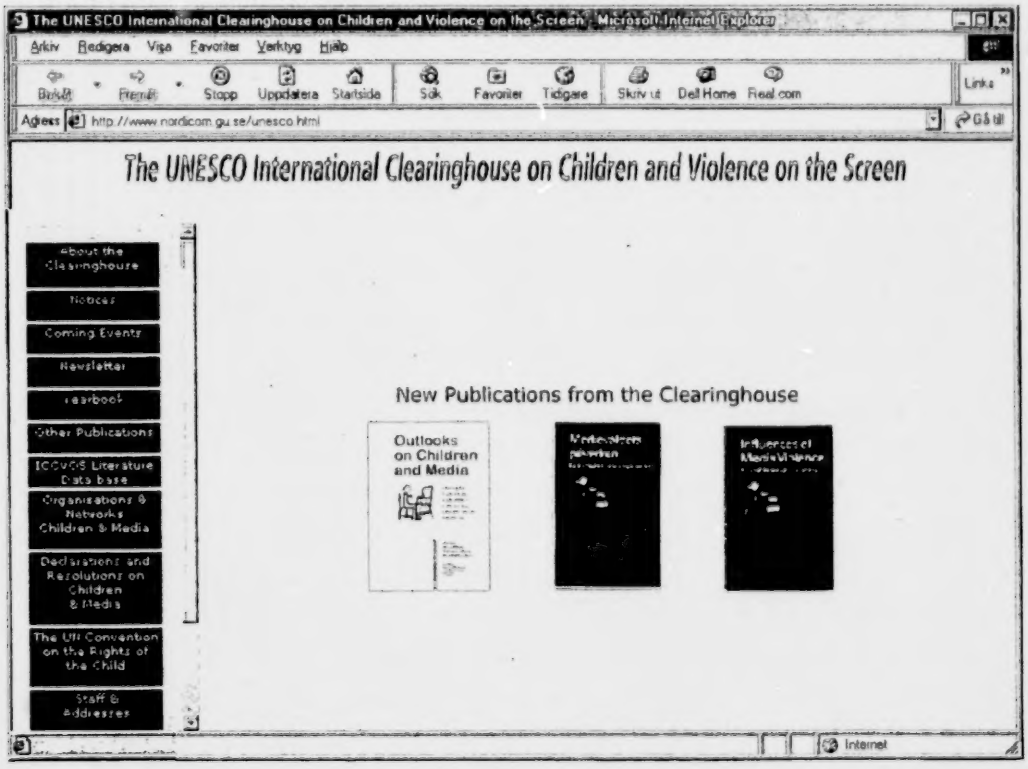
Fax: +27 11 883 5665
E-mail: moments@icon.co.za

Visit the Clearinghouse's Home Page!

http://www.nordicom.gu.se/unesco.html


The UNESCO International Clearinghouse on Children and Violence on the Screen - Microsoft Internet Explorer
Arkiv Redigera Visa Favoriter Verktyg Hjälp
Bakåt Framåt Stopp Uppdatera Startsida Sök Favoriter Tidigare Skriv ut Dell Home Real.com
Adress http://www.nordicom.gu.se/unesco.html
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Egyptian Children's Media Use

by
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Cairo University
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EGYPT
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A review and second analysis of research[1] on children and mass media in Egypt and other Arab countries shows that most studies have been carried out during the past decade, and that most studies have been Egyptian. Studies from other Arab countries have mainly been from Saudi Arabia, The United Arab Emirates and Jordan.

As regards children and media in Egypt, the most common media are television and cinema, whereas other media, such as print media or theatre, are less important to children. Ownership of television in Egypt is 100 per cent, which is why all children, even in rural areas, have access to this medium.

Egyptian TV, which is owned by the state through the Egyptian Radio and Television Union under direct supervision of the Ministry of Information, has two national channels and seven regional channels. The first national channel mainly broadcasts Egyptian programmes (more than 95% of the output). On the second national channel, 45 per cent of the programmes are imported – mostly from the U.S.A., U.K. and France and, to a lesser extent, from Australia. This channel also broadcasts news bulletins in English and French addressed to foreign people living in Egypt. The regional TV channels mainly carry regional programmes. Besides Egyptian TV, there are many satellite channels, to which approximately 30 per cent of Egyptian children now have access at home or via friends' facilities.

Social Status, Geographic Area and the Family Context

The research indicates that social status and geographic area are factors greatly influencing children's media use in Egypt. Children from upper and middle classes have access to most media, whereas children from working class backgrounds mainly have television at home and also use it more. Middle class children use magazines and other print media more than do working class children. A similar pattern holds for geographic area: children from urban areas have access to more media than do children from rural areas, who have television as their main medium.

Egyptian children – and Arab children in general – differ from children in other countries, particularly Western societies, with respect to their relations with media, especially television. In most Egyptian and Arab families from different social milieus, children are left to watch television without any control or interference from the family. The non-desirability of this situation is increasing with the spread of satellite television. In most Arab countries, children are exposed to and know more about satellite channel programmes than do other members of the family. □

Note
1. Samy Tayie (2001) "Children and Mass Media in the Arab World: A Second Level Analysis", *Egyptian Journal of Mass Communication Research*, Vol. 10, Spring 2001, pp. 1-47.

Children and Broadcasting in New Zealand

New Zealand is a media saturated society where almost all children have access to television, radio, VCR, etc., at home. The findings of two national surveys[1] support the notion that children are not passive consumers of media. However, the findings also point to areas of potential risk, says the book authored by Reece Walters and Wiebe Zwaga. For example, almost half of the children report watching on a school morning. And on Friday and Saturday nights, more than half of the children watch television well beyond the 8:30 p.m. watershed, when "Adults Only" programmes normally start. On other days, the corresponding proportion is about 40 percent. These viewing patterns are more common in multiple television households (ca. 2/3 of all households surveyed), when there is a television set in the child's bedroom (ca. 1/4 of the households), or when a set is placed in the playroom (ca. 1/5 of the households). Children in these households are also more likely to be unsupervised in front of the television.

Only around one-tenth of the parents were wholly comfortable with what their children saw on television. In particular, parents voiced concerns about the portrayal of violence (56% of all parents), sexual content (40%) and bad language (26%). Reasons for parental discomfort were mainly that television content would unfavourably influence the child's behaviour (34%) or belief system/values (18%).

Children's concerns were partly similar. The most commonly mentioned negative aspects of watching television were violence (55% of all children), bad language (31%), sexual/'rude' things (28%) and scary things (21%). The most common reasons why 'kids your age' should not see these things on television were because children may imitate the behaviour (mentioned by 50% of all children) or become frightened or upset (37%).

The authors conclude that the protection of children from unsuitable content remains an important concern for broadcasters, parents and government regulators.

Note
1. The surveys focused on children's use of television and radio and were commissioned by the Broadcasting Standards Authority in New Zealand. The first survey was conducted in December 1999 among 500 parents and caregivers of children aged 4-13 years. In the second survey, 752 children aged 6-13 years were interviewed face-to-face during February-March 2000. Both surveys were nationally representative.
The findings are reported in full in Reece Walters and Wiebe Zwaga (2001) *The Younger Audience. Children and Broadcasting in New Zealand*. Wellington, Broadcasting Standards Authority & Palmerston North, Dunmore Press Ltd.

EU Ministers on Protection of Minors: More Should Be Done

In 1998, the EU Council of Ministers adopted a Recommendation on the protection of minors from harmful media content.[1] Two years later, the European Commission made an evaluation of its implementation in the Member States. In June 2001, the EU Ministers of Culture discussed the results of this evaluation.

– The Commission report shows encouraging results as regards the application of the Recommendation, but also concludes that users should have been more involved, noted the ministers.

Therefore they urged the Member States not only to continue their work of promoting the implementation of the Recommendation but also to encourage users' participation and the exchange of experience between all those involved in the protection of minors.

Such an exchange of experience and good practice should be facilitated by the European Commission, the ministers suggested, who also urged the Commission to continue its dialogue with the industry on the possibilities for implementing technical systems for parental control in the digital environment.

The EU Ministers of Culture have asked the Commission for another report on the effects of the Recommendation before the end of 2002.

Note

1. See: europa.eu.int/comm/avpolicy/legis/legis_en.htm

by Anna Celsing, Free-lance Journalist, Belgium

Review of the EU TV Directive: Protection of Minors in all Electronic Media?

In 2002, the European Commission will start a review of the EU 'Television without Frontiers' directive,[1] which includes rules on the protection of minors (article 22). In the light of this review, the European Parliament recently adopted a resolution on the directive.

The European Parliament calls for the target date of the review to be brought forward as much as possible. Those Member States which have not yet done so are urged to incorporate the present directive into their national legislation. Furthermore, the alignment of the directive with legislation in the applicant countries should be checked by the Commission.

Parliament calls on the Member States to step up their dialogue and cooperation with regard to the protection of minors in order to find common solutions and, as far as possible, to make the current complex system of rules and practices in the European audiovisual field less heterogeneous. It believes that the protection of minors and public order cannot justify the need for national measures restricting free transmission, provided that the Union's common principles and values are not undermined.

In view of the convergence of the media, Parliament requests that the scope of the directive be broadened to cover the new audiovisual services. The Commission should take into account new developments in the sector, such as video streaming and webcasting on the Internet, it points out.

A widening of the directive seems to be underway. In September 2001, the EU Commissioner responsible for audiovisual matters, Viviane Reding, declared:

– I want the review of the Television Directive to cover a broader area than only television. It will take into account all forms of distribution for audiovisual content and all parties concerned will be consulted.

Note

1. See, e.g., http://www.nordicom.gu.se/unesco.html – tick 'Declarations and Resolutions on Children & Media'

by Anna Celsing, Free-lance Journalist, Belgium

Advertising Directed at Children: Rules to Be Abolished?

Just before and during the Swedish Presidency of the EU (January – June 2001), the pending review of the Television Directive caused a heated debate on advertising directed at children. Commercial broadcasters and the advertising industry feared that Sweden – where such advertising is prohibited – would try to impose a EU-wide ban.

This never occurred, partly because it was too early in the review process, and partly because views on the issue differ considerably among the Member States. Rules on advertising may, however, change for other reasons.

In July 2001, as part of the preparation of the review of the TV directive, the European Commission held a seminar on recent developments in advertising. The meeting showed that with new techniques such as split-screen the present rules on advertising are becoming outdated and therefore are likely to be changed. Considering the advertisers' adamant call for "lighter touch" regulation future rules may well be less restrictive than those of today.

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the World Trade Organization (WTO) will probably reinforce this development. In July 2001, the United States submitted a negotiating paper on advertising to the WTO with the aim of liberalizing the sector and abolishing "trade impediments" such as state regulation of advertising.

by Anna Celsing, Free-lance Journalist, Belgium

EU Study on Self-regulation

A three-year, comparative study of self-regulatory efforts in various media in Europe has been launched under the EU Safer Internet Action Plan. The research project, which will also assist self-regulatory bodies in developing and implementing their codes of conduct, is being carried out by the Programme in Comparative Media Law and Policy at the University of Oxford (PCMLP).

With this study the European Commission hopes to get more in-depth knowledge of self-regulation and to help develop models for such an approach. A website will be launched in January 2002 to offer information and assistance on self-regulation and provide a library of the various codes of conduct within Europe.

For more information on the project, contact: Germaine de Haan, Tel: +44 1865 284 230 or Damian Tambini, Tel: +44 1865 284 241 at the PCMLP.

by Anna Celsing, Free-lance Journalist, Belgium

Asian Seminar on Children and the Internet

During August 29-31, 2001, a group of sixteen academics, media practitioners, new media experts and NGO representatives from six Asian countries met in Bangkok, Thailand, to discuss "The Impact on Children of New Media and the Internet in Southeast Asia". The seminar was held under the auspices of AMIC (Asian Media Information and Communication Centre, Singapore) with support from the Netherlands Government, UNESCO, UNICEF, and Thailand's Public Relations Department.

The participants generated a set of recommendations to help protect children in cyberspace. Among them are educational programmes targeted towards children, parents, teachers, educational institutions, media, policy-makers, law enforcers, civil society organisations, unions, Internet service providers and telecom companies. Other recommendations comprise guiding principles for regulatory and self-regulatory environments. The papers presented at the seminar and the recommendations are currently being edited as a book.

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Few U.S. Parents Use the V-Chip

A Kaiser Family Foundation survey[1] released in July 2001 found that 40 per cent of U.S. parents own a TV equipped with a V-chip. However, just 17 per cent of parents who own a V-chip – or 7 per cent of all parents – are using it to block programs with sexual or violent content. More than half (53%) of parents who own a V-chip do not know that their TV is equipped.

The V-chip became available in the U.S.A. in 1999 and became standard equipment in new TV sets since January 2000. It lets parents use a ratings system, introduced by the TV industry in 1997, to block certain programs with sexual, violent, or age-sensitive content. To use the V-chip, parents must choose to activate and program it.

In spite of the above-mentioned findings, more than four out of five parents are concerned that their children are being exposed to too much sex and violence on TV. According to the study, 63 per cent are "a great deal" concerned and 18 per cent are "somewhat" concerned about too much sexual content; 59 per cent are "a great deal" and 23 per cent are "somewhat" concerned about violent content. Nearly half of parents (48%) say they believe that exposure to sexual content on TV contributes "a lot" to children's getting involved in sexual situations too early. Similarly, 47 per cent of parents think children's exposure to violence on TV contributes "a lot" to violent behavior.

Slightly more than half the parents report having used the TV ratings system (without the V-chip) to some degree to make decisions about what their children are allowed to watch. However, 40 per cent of these parents say most shows are not accurately rated.

The survey also found confusion about key elements of the current ratings system. About two-thirds of all parents can correctly identify the age-based ratings. Parents' understanding of the additional ratings – referring to specific kinds of content – ranges from only 5 per cent for the D rating (suggestive dialogue) to 62 per cent for V (violence).

Note

1. *Parents and the V-Chip 2001* is a nationally representative survey of 800 parents of children aged 2-17 and was conducted by telephone between May 7 and June 6, 2001.

Source

The Henry J. Kaiser Family Foundation. U.S.A. : http://www.kff.org

Childnet Awards Ceremony

PARIS, FRANCE, 4 APRIL, 2002

The Childnet Awards seek to reward children, and those who work with them, for projects that use the Internet to bring children together, communicate across borders and directly benefit other children. The 2002 Awards programme attracted 161 entries from 38 countries.

The 'New to the Net' category is included for the first time and has been introduced specially for those who might not have direct Internet access but who nevertheless have new and exciting ideas for Internet-based projects and activities to benefit children. The full list of categories, nominations and commended sites can be seen at Childnet International's web site: http://www.childnetawards.org

Contact: Stephen Carrick-Davies, Childnet International
Mobile: +44 771 245 1859
E-mail: stephen@childnet-int.org

UN Special Session on Children

UNITED NATIONS, NEW YORK CITY, U.S.A., 8-10 MAY, 2002

The UN Special Session will bring together government leaders and Heads of State, NGOs, children's advocates and young people themselves to review achievements of the World Declaration and Plan of Action of the 1990 World Summit, and to renew commitments and consider future action for children. A message will be carried from the Special Session to the world by the Global Movement for Children. The Global Movement works to provide a united voice for all those throughout the world working to improve the lives of children.

The Special Session, originally planned for 19-21 September 2001, was postponed following the tragic events of the 11th September in the U.S.A.

For further information, see:
http://www.unicef.org/specialsession
Also visit CRIN (http://www.crin.org) for more information on NGO activities and issues in connection with the Special Session.

PRIX JEUNESSE International

MUNICH, GERMANY, 5-11 JUNE, 2002

The PRIX JEUNESSE International children's television festival and competition seeks to improve the quality of television worldwide for young people by deepening understanding and promoting communication among nations. The contest honours programmes that, within their cultural context, help young people to develop physically, mentally and socially to their fullest potential. The final round of competition takes place during a week-long conference including intensive screening sessions. The event is intended for children's media professionals, including program executives, producers, writers, directors, educators and researchers.

Contact: Ursula von Zallinger, Secretary General, PRIX JEUNESSE International,
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80300 Munich, Germany
Tel: +49 89 5900 2058, Fax: +49 89 5900 3053
Web site: http://www.prixjeunesse.de

AGORA 2002

ATHENS, GREECE, 15-18 JUNE, 2002

The AGORA event is the Annual Mediterranean Summit, where all regional children's audiovisual actions are evaluated and new synergies among professionals worldwide are created and promoted. Among the many activities at AGORA 2002 there will be a first presentation of the lab and training campus Mediterranean Media Summer School (MSS) for youngsters to be organised in 2004.

Contact: European Children's Television Centre (ECTC), 20, Analipseos Str., Vrilissia 152 32, Greece
Tel: +30 10 7258904, Fax: +30 10 725 8953
E-mail: management@ectc.gr

International Association of Media and Communication Research (IAMCR) Conference – Media Education Research Section

BARCELONA, SPAIN, 21-26 JULY, 2002

The main theme of this year's conference is Intercultural Communication. The Media Education Research Section presents research papers on this theme as well as on related themes dealing with media education. Abstracts of research papers to be presented in this section should be sent to the section's president, Dr Keval J. Kumar, preferably by e-mail, by February 15.
Last date for conference registration is July 12.

Contact: Dr Keval J. Kumar, Resource Centre for Media Education and Research,
4 Chintamani Apts, Kale Path, Bhandarkar Road, Pune 411004, India
Tel/Fax: +91 20 565 1018
E-mail: kevalkumar@hotmail.com *or* kjkumar@vsnl.com

International Media Education Festival for Children and Youth

TAGANROG, RUSSIA, 21-27 JULY, 2002

This festival, "Cinderella & Co", will include a film competition as well as a media education conference and media education master classes.

Call for Films
The work must tell about children's life, relationships, etc. All genres are welcome, new and old productions, short films as well as feature films. Deadline for film submission is April 15, 2002. Please send video cassettes (VHS format is preferred), press-releases, synopses, texts of dialogues, etc., to the following address: Dr Gennady Polichko, Ul. Klary Tsetkin, 19-134, Moscow, 125130, Russia

Call for Papers
Topics: Modern direction in media education of children and youth: theoretical paradigms, methods, practical ways, etc. The abstracts will be published in a conference book.
Deadline for abstracts is May 1, 2002. Please send abstracts of about two pages (in English or Russian) and ideas for media education master classes to the e-mail address below.

The Festival is sponsored by the Russian Association for Film & Media Education among others.

For more detailed information, please contact:
Dr Gennady Polichko
E-mail: polichko@mailru.com *or*
Prof. Dr Alexander Fedorov, Russian Association for Film & Media Education, Taganrog State Pedagogical Institute, Russia
E-mail: fedor@phox.ttn.ru
Web site: http://www.mediaeducation.boom.ru

Toys, Games and Media World Congress

INSTITUTE OF EDUCATION, LONDON, ENGLAND, 19-22 AUGUST, 2002

The 3rd World Congress of the International Toy Research Association will be held in conjunction with the Centre for the Study of Children, Youth & Media, University of London, Institute of Education. The themes of the conference are: the uses and effects of toys, games and media; toys as media; and media as toys. A wide range of approaches is encouraged from the biological, psychological, and social sciences.

Contact: Prof. David Buckingham, Centre for the Study of Children, Youth & Media, University of London, Institute of Education,
20 Bedford Way, London, WC1H 0AL, England
E-mail: MediaAdmin@ioe.ac.uk

Twenty-Eighth IBBY Congress

BASEL, SWITZERLAND, 29 SEPTEMBER - 3 OCTOBER, 2002

The International Board on Books for Young People (IBBY) is a non-profit organisation which represents an international network of people who are committed to bringing books and children together.

Every other year a different national section hosts the congress. The theme of the 2002 event in Basel, Switzerland, is "Children and Books: a Worldwide Challenge" where the 50 years of IBBY will be celebrated. Professionals from all over the world attend lectures, panel discussions, seminar sessions and workshops on the congress theme. The event also serves as a frame for business, exhibitions and award celebrations, such as the Hans Christian Andersen Awards and the IBBY Honour List.

Contact: IBBY Secretariat, Nonnenweg 12, Postfach, 4003 Basel, Switzerland
Tel: +41 61 272 2917, Fax: +41 61 272 2757
E-mail: ibby@eye.ch

Kid Screen 7: "I am what I eat"

PROVINCE OF BRESCIA, ITALY, 3-5 NOVEMBER, 2002

Kid Screen brings cinema to the attention of educational and cultural sectors, focusing on the importance of cultural growth of the most vulnerable audiences and promoting workshops with adults and children. Each edition of Kid Screen focuses on a different topic, and for the year 2002 the event will focus on how media influence children's eating habits and how education can inform them of a healthy diet helping them to grow up better. The theme will be tackled through lectures and workshops, during a three day session in which cinema and audiovisual products will be presented. Organisors of the meeting are the European Children's Film Association (ECFA) and the Lombardy Region of Italy.

Contact: Eva Schwarzwald, RegioneLombardia
Piazza IV Novembre 5, 211 24 Milan, Italy
Tel: +39 02 6765 2687, Fax: +39 02 6765 2736
E-mail: schwarzwalde@regione.lombardia.it

International Children's Day of Broadcasting

SUNDAY, 8 DECEMBER, 2002

The International Children's Day of Broadcasting has been celebrated every year since 1992, an event initiated and co-ordinated by UNICEF and partners. For one day, children around the globe will have the opportunity to show their skills in producing, reporting, filming and recording – making children's rights a reality and broadcasting the stories they want the world to see and hear.

For more information, see the UNICEF ICDB CD-ROM or visit the UNICEF ICDB web site at
http://www.unicef.org/icdb

4th World Summit on Media for Children: Children in the Media Age

RIO DE JANEIRO, BRAZIL, MAY, 2004

The next World Summit on Media for Children is planned to come off in early May 2004. When available, more detailed information will be published on the Clearinghouse web site (http://www.nordicom.gu.se/unesco.html) and in coming issues of *News from ICCVOS*.

Chairperson of the Brazilian committee for Summit 2004 is Regina de Assis, President of MULTIRIO, Emprêsa Municipal de Multimeios, Rio de Janeiro, Brazil
E-mail: rdeassis@pcrj.rj.gov.br
Tel/Fax: +55 21 2266 4080 or 2286 2747

Festival International de Cinéma et Television Pour l'Enfance et la Jeunesse

COTONOU, BENIN, 23-30 NOVEMBER, 2002

This year's festival will be the second edition of the Cinema and Television International Festival for Children and Youth organised in Benin. Beside a panorama of films and the competitions, seminars will be held. Examples of themes are "Fiction film and prevention film for youth in Africa" and "Violence on the screen and the responsability of children".

Contact: Thomas A. Akodjinou, 03 BP 2982 Jéricho, Cotonou, Benin
Tel: +229 32 31 37, Fax: +229 32 31 57
E-mail: ficeco@bow.intnet.bj

For more information on children's film festivals, see the following web sites:

European Children's Film Association (ECFA): http://www.ecfaweb.org and Centre International du Film pour l'Enfance et la Jeunesse/International Centre of Films for Children and Young People (CIFEJ): http://pages.globetrotter.net/cifej

Deadline for contributions to the next issue of this newsletter is August 30, 2002

The UNESCO International Clearinghouse on Children and Violence on the Screen

In 1997, the Nordic Information Centre for Media and Communication Research (Nordicom) set up an international clearinghouse on children and violence on the screen, financed jointly by the Swedish Government and UNESCO.

The Clearinghouse aims to expand and deepen our understanding of children, young people and media violence, seen in the perspective of the UN Convention on the Rights of the Child. The prime task is to make new knowledge and data known to prospective users all over the world, with a view to informing relevant policy decisions in the field, contributing to constructive public discussion of the subject, and furthering children's competence as media users. It is also a hope that the work of the Clearinghouse will stimulate further research on children and the media.

The UNESCO International Clearinghouse on Children and Violence on the Screen focuses on the following areas:

- research on children, young people and media violence
- children's access to the media and their media use
- media education and children's participation in the media
- pertinent legislation and self-regulating initiatives.

The Clearinghouse is user-oriented, which means that our services are offered in response to demand and are adapted to the needs of our users – researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals.

Central to the work has been the creation of a world-wide *network*. The Clearinghouse publishes a *yearbook* and a *newsletter*. Several *bibliographies*, and a register of *organisations* concerned with children and media, have been compiled. This and other information is available on the Clearinghouse's *web site*: www.nordicom.gu.se/unesco.html

THE CLEARINGHOUSE IS LOCATED AT NORDICOM

NORDICOM is an organ of co-operation between the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden. The overriding goal and purpose is to make the media and communication efforts undertaken in the Nordic countries known, both throughout and far beyond our part of the world.

NORDICOM is funded by the Nordic Council of Ministers.

NORDICOM uses a variety of channels – newsletters, journals, books, databases – to reach researchers, students, decision-makers, media practitioners, journalists, teachers and interested members of the general public.

NORDICOM works to establish and strengthen links between the Nordic research community and colleagues in all parts of the world, both by means of unilateral flows and by linking individual researchers, research groups and institutions.

NORDICOM also documents media trends in the Nordic countries. The joint Nordic information addresses users in Europe and further afield. The production of comparative media statistics forms the core of this service.

The UNESCO
International Clearinghouse
on Children and Violence on the Screen

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Nordic Council of Ministers

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ICCVOS

The UNESCO International Clearinghouse on Children, Youth and Media

2 2002

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We welcome...

researchers, policy-makers, media professionals, teachers, voluntary organisations and interested individuals to the Clearinghouse information network. As a participant you will receive our newsletter, and be offered the yearbook at a reduced price. Both publications (in English) include contributions of other network participants from all parts of the globe. (Participation in the network is free of charge.)

The value of the Clearinghouse as a forum *rests in the breadth of its coverage and the commitment of its participants. In short: the more relevant information we gather, and the more who contribute from all continents, the better our services.*

We are interested in *research related to children, young people and media, with special attention to media violence, information about children's and young people's access to media and their media use, research and practices regarding media education and children's/young people's participation in the media, and in measures, activities and research concerning children's and young people's media environment.*

News briefs and short articles to our newsletter*, "News from ICCVOS", will be greatly valued, as will notices of coming and recent conferences, seminars and other events; of new publications; and of active associations and organisations with children, young people and media in view.*

We are also grateful for receiving relevant publications and materials *— if possible, two copies of each, please! They will be documented at the Clearinghouse into a growing knowledge base for overviews, compilations and bibliographies of interest to various groups of users.*

As for publications and materials in other languages *than English, French, German and Spanish, we kindly ask you for complementary translations of the titles.*

We look forward to hearing from you*, not least regarding any requests or suggestions you may have concerning Clearinghouse services. And we hope that you will appreciate our efforts — as a means of making your own work known in wider circles, and as a way to keep abreast of others' work.*

News from
ICCVOS

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News from the Clearinghouse

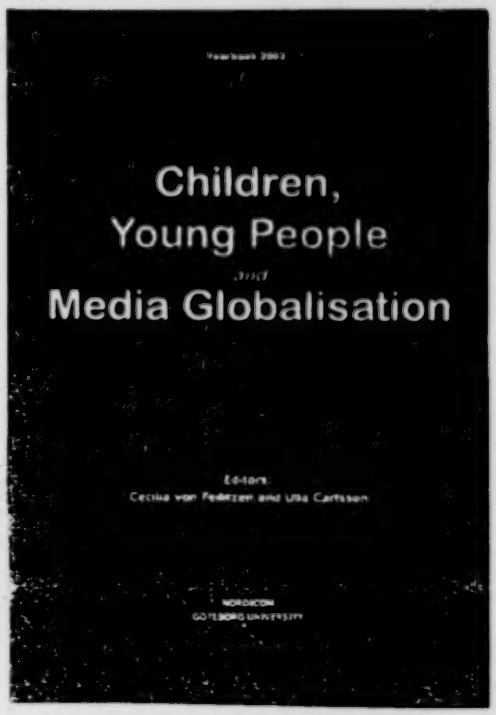
The Clearinghouse has changed its name to

The UNESCO International Clearinghouse on Children, Youth and Media

The Clearinghouse has increasingly turned towards communicating knowledge of children, young people and media from a variety of perspectives – as a direct consequence of users' demand and of the numerous contributions that we have gratefully received from participants in the Clearinghouse's network. This widened focus is reflected by our new name.

Children, Young People and Media Globalisation – Yearbook 2002

Yearbook 2002 contains research examples illustrating the role of media globalisation in children's and young people's lives in different parts of the world. The transnational media and media contents - imported television programmes, satellite TV, the Internet, video and computer games, popular music, 'global' advertising and merchandised products - are to a great extent used by children and are, as well, increasingly targeting children. What does this mean for media production? For children's cultural identity and participation in society? For digital and economic divides among children both within and between richer and poorer countries? A separate section of the book presents recent statistics on children in the world and media in the world.



Children, Young People and Media Globalisation.
Cecilia von Feilitzen & Ulla Carlsson (Eds)
262 pages, ISBN 91-89471-15-6
Price Paperback: SEK 250, € 25, $ 25 (+ p & p)

www.nordicom.gu.se/unesco.html

Would You Like to Receive *News from ICCVOS* Electronically?

Instead of the printed version, it is possible to receive an e-mail message as soon as the newsletter is available, including a direct link to the publication in .pdf format on the Clearinghouse's homepage. You will thereby be able to download or print out your personal copy, or as many as you wish, or just read it on-line.

To add your address to the subscriber e-mailing list, please send a message to the following address: iccvos@nordicom.gu.se

NB! Please, use this e-mail address for this purpose only.

Kipengele 12 – Children's Radio in Tanzania

by
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If you walk into the meeting room at Plan in Dar es Salaam on a Saturday morning, there is a big chance that you walk into a lively discussion. You will find about 25 children, between 11 and 18 years old, sitting around the table, discussing which subject they will cover in the next broadcast of *Kipengele 12* (Article 12 – named after the article in the UN Convention on the Rights of the Child covering the right to participate). *Kipengele 12* is a weekly radio show run by children at Clouds FM, one of the most popular radio stations in town.

The radio programme was the idea of a group of children who are working on the establishment of a children's council of Tanzania. The council is intended to create an opportunity for children to have their voices heard, and give their opinions on processes going on at all levels, from local to international, in as far as those processes affect them. To promote the council, and the idea behind the council, that children have something to say, should be heard, and participate in matters that affect them, they came up with the idea to start a radio show.

In August 2001, Clouds FM agreed to give the children one hour a week to do their show. One of the DJs of the station volunteered to work with the children to teach them the basics of presenting a show, and the technical part of turning on the microphone, receiving calls, putting the background music, etc. Initially, the show was given to the group for four weeks, in preparation for the UN Special Session on Children. But after the four weeks were over, there was still so much to discuss, that the children asked, and were given, the chance to continue.

In the year that the show has been running, it has developed from an adult DJ talking with children about issues they would like to discuss, to a show completely run by children, creating an opportunity for other children to make their voices heard.

The purpose of the programme is: (1) To promote children's own voices, expressing their views and opinions live on air. (2) To increase media interest in children's voices. (3) To raise awareness and increase responsiveness of listeners on a variety of issues affecting children. (4) To make a case for child participation, showing by doing children can be agents of change. (5) To increase children's own confidence in their ability to participate. (6) To improve communication between children and adults.

The set up is very simple. Each show starts with a section in which the presenters brief listeners on what happened that week at the local, national and international level on children's issues, both good and bad. For the main part of the show, a topic is chosen, and then discussed on air, by children themselves, or by invited guests. For example, when a local street children organisation celebrated its tenth birthday, some of the children from the centre came to the studio to talk about leaving home, life on the street, and the centre. Young girls who are HIV positive came to studio to discuss their status and the reaction of the community. But subjects can be light-hearted as well.

The response to the show has been positive. More and more children showed up at the studio to be part of the show, which lead to the establishment of the Saturday meetings, in which the subjects are discussed, and a decision is made on who goes on air when. There are three core presenters, and the other children take turns in taking part in the discussion on air, in addition to invited guests.

Apart from being physically present in the studio, children can also call in and/or send their e-mails or letters to contribute to the discussions. One of the most interesting parts of the show is the number of adults who call, and the kinds of comments they make. They really take the show seriously, and want to be part of the discussion.

The show is the first of its kind in Tanzania, and after a year on the air it is going strong. It has shown that children are worth listening to, that they have something to say, that they are aware of the world around them, can analyse what happens and have something to contribute. □

What is the Tanzania Movement for and with Children (TMC)?

The basic idea of TMC is that everyone becomes involved, and plays his/her part in changing the world with children. The TMC is not a new organisation or simply another NGO coalition. It aims to be a broad movement made up of committed individuals and a wide range of organisations from a variety of sectors. The Movement asks each and every one of us what we can do to make a better world for children.

The key slogan is: *Na wewe, je?* – What About You? What can you do to make Tanzania a better place for children?

TMC came into force after it was officially launched by the President of the United Republic of Tanzania Hon. Benjamin Mkapa on 28 April 2001, showing the clear commitment from the Government to be an active part of the Movement in Tanzania.

The Global Movement for Children

"To challenge complacency, increase accountability and bring about real action, the Global Movement for Children (GMC) was formed to facilitate citizen action and obtain the commitment of key actors in all sectors of society to make a real difference in the fulfilment of children's rights. The commitment to achieve real action at all levels – from the village to the UN – will create a broad movement for and with children, to ensure that every child is free to grow to adulthood in health, peace and dignity."

Source: http://www.gmfc.org

Today, young Russians have forgotten who Vladimir Ilich Lenin was. Children are growing up in happy ignorance of the past communist nightmare in their country. Some fifteen years ago, when Lenin's portrait was the centerpiece of every Soviet classroom, their ignorance would have been impossible. Stories and poems about Lenin were memorised and recited in class. Every schoolchild wore a pin with Lenin's portrait on his or her chest.

Some children may remember, however, that the first newspaper for children, *Lenin's Sparkles*, was established in Leningrad in Russia on August 31, 1924 (soon after Lenin's death). During the past 78 years, *Lenin's Sparkles* – now *Five Corners* – has educated its 'yunkors' (young correspondents) to become hundreds of the best writers, actors, producers, singers and political figures of the city. This children's newspaper has also built a reputation for itself as a "forge shop" of staff for the majority of the adult city newspapers. From the 60s to the 80s, a popular saying in professional circles was: "Russian literature has come from Nikolay Gogol's *Overcoat*, and Petersburg journalism from *Lenin's Sparkles*."

The newspaper has received many awards, and has – with the help of its young correspondents and readers – organised raising money for, among other things, a locomotive, an airplane, a tractor, an ocean dry-cargo ship, a Leningrad monument in the honour of the pioneers, and the Palace of Pioneers north of the polar circle.

Formerly Lenin's Sparkles – Today Five Corners

The newspaper still receives awards. In June 1999, *Five Corners* was awarded an honorary diploma for best writing about children's problems. Our newspaper belongs to that infrequent type called 'newspapers of dialogue'. This means that the newspaper helps its readers communicate with each other. In today's Russia, many children and adolescents are disconnected and alone and it is difficult for them to find someone who can understand them. For this reason the main purpose of our newspaper is to integrate children, helping their creative realisation.

One of the directions of this work is the *Five Corners* 'Yunkors' School' (young journalists' school), where 30-40 boys and girls aged 13 to 18 work at present. All have the status 'youth correspondent' and try to combine their studies of journalism with practical work.

The youth correspondents conduct and edit, virtually independently, their own two pages of the newspaper. One is called 'The School Agency of News and Sensations' (dedicated to materials about all sides of everyday school life) and the other 'The Adolescent in Nature' (the materials on this page address the inner life of teenagers, their problems with parents, friends, loved ones, in establishing contacts in a new class, and so on). The motto of the newspaper is very close to the sense of this page: "The newspaper that helps youngsters to become adults – and adults to understand youngsters."

Our 'yunkors' also participate actively in articles on other pages dedicated to topics such as school, ecology and hobbies. The children contribute to determining the most vital topics and carry out certain interrogations (e.g., unmasking school directors who attempt to steal money or commit some other financial manipulation).

In general, up to 40 per cent of the articles in *Five Corners* are written by children. Moreover, we publish their letters. We are considered to be the most "letterable" newspaper in the city since in half a year we receive more than five thousand letters by ordinary mail! This is a true record because of the costs of sending letters now in Russia – it is not as cheap as it was years ago…

Also worth mentioning is that each year, five to 15 of our 'yunkors' enter the faculty of journalism at St. Petersburg University.

A second goal of our work is the development of a public self-consciousness among adolescents and their entrainment in political activity.

Further, the telephone of legal aid for adolescents works at our newspaper, and once a week the special city representative of the Rights of the Child responds to young readers' problems.

We have many other ongoing projects, as well.

Money Not Most Important

Several children's newspapers in other countries receive support from authorities, when the aim is to educate and not primarily to entertain, making it difficult to calculate on super-profit. And we…? Sometimes we are sponsors ourselves: from year to year we give our newspaper free of charge to children's houses, hospitals, school libraries. The letters we receive as answers mean much more to us than any amount of money.

Unfortunately, the large firms and companies ignore us although we have offered them preferential subscriptions. For them it is, probably, not a concern – who St. Petersburg children are, what they dream about and aim toward.

But no one can deny the fact that *Five Corners* has always offered its readers good and fair deals, in both the past and the present. And I believe it will also be thus in the future. If we can withstand all the difficulties of our 'market economy'. Because there is no place for children in it. □

by
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TV and Society

In the southern Chilean province of Chiloé, which consists partly of mainland partly of islands, an alternative community television channel, TVE8, is used in primary school (grades 1-8) with the aims of generating learning and of contributing to the integration of school and community. The children in this remote, poor, and sparsely populated area are living on a boarding school basis and can visit their families only about every second month. By working with television, the children learn to express themselves orally, in writing, and audio-visually, are able to communicate their experiences to their families, and – since they have become increasingly interested in and are working with people in the community – produce TV programmes of interest to the general local population. The project began in 1996 and the students take part in the entire production process. The channel now has a broadcasting circuit of 18 km, reaches 1,200 viewers, and is seen by the population as strengthening the community's cultural identity. As for the pupils, their TV production has also contributed to, among other things, a major personality development, better self-confidence, improved vocabulary, higher motivation to attend college, and improved conditions of thinking better and understanding more.

Source

Sr. Sergio Pérez Delgado, Director Escuela & Luis Arsenio Aguilar Macías, Professor (2002): *Modificando Fronteras entre La Escuela y la Comunidad: Canal TVE8 al Servicio de la Innovación Pedagógica y la Vinculación Social.* Escuela Aquelarre de Quicaví, Chiloé, Chile, 2002.

The project is also described briefly at: http://innovemos.unesco.cl, a web site for educational innovations in Latin America and the Caribbean.

Radio Broadcasting for Children's Right to Express their Views

The World Radio Forum, launched in March 2001 at the Third World Summit on Media for Children, is a new radio networking initiative. The Forum works to co-ordinate strategies for the promotion of radio in the world of media for children. Created by an international group of national, local, community and Internet radio broadcasters, the Forum wants to strengthen the links between all sectors for the support and promotion of radio produced for, with and by children and youth. The goal is also to have radio recognised as an important tool for raising the status of children and to plan the next Radio Forum in 2004. Together with young broadcasters the Forum works to formulate an International Children's and Youth Radio Manifesto.

Source

http://www.worldradioforum.org

The MAGIC Network – Media Activities and Good Ideas by, with and for Children – was set up by UNICEF in response to the Oslo Challenge of 1999.

In the light of the UN Convention on the Rights of the Child, the Oslo Challenge called on media professionals, educators, governments, organisations, parents, children and young people, to recognise the enormous potential of media to make the world a better place for children.

The Oslo Challenge network turned into the MAGIC Network and now communicates through an e-mail group and a web site, where special sections for children, parents, media, government and teachers offers resources, advice, guidelines, media training projects, links and sources of further information.

The on-line data base MAGICbank makes it possible to search for media initiatives and best practices by, with and for children worldwide.

Source

http://www.unicef.org/magic

Norwegian E-learning Resource on Media

MZOON is teaching media on the web. This new Norwegian e-learning resource on media, for youngsters 13 to 19 years old, features online, interactive courses where young people can learn about media production and genres, as well as an arena where they can publish own productions, such as films, music and texts. The project is managed by The Norwegian Film Institute and The National Board of Education in Norway.

"The media influences you. Learn how to influence the media!", MZOON declares on its web site.

Source

http://www.mzoon.no

More Information Sources of Children's Media Production

European projects where young people produce films and videos, *ECFA-Journal* 4/2002, available on-line at: http://www.ecfaweb.org/download/ecfa2_02.pdf

Film projects in the United Kingdom, *The National Youth Agency*, http://www.nya.org.uk/being-seen-project-list.htm

Radio programmes made for, with, by and about children and youth around the world, *The Drumbeat*, Issue 172, *Youth Radio*, http://www.comminit.com/drum_beat_172.html

The Young People's Media Network aims to stimulate young people's involvement in the media in Europe and Central Asia: http://www.comminit.com/drum_beat_147.html

Media Literacy for Japanese Third Graders

by
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In several Western countries a variety of projects, curricula, materials, and teacher training for media literacy have been developed from grassroots to a national level (The Ontario Ministry of Education 1989, Brown 2001, The British Film Institute 2002). For example, Singer's curriculum at Yale University, U.S.A., concerned not only technical aspects of media but also reality and fantasy distinctions, which are considered the most important domains in psychological approaches (Rapaczynski, Singer & Singer 1982). In Japan, curricula and materials aimed at teaching elementary school children about media content have barely developed. Recent media literacy education is, however, becoming diversified in certain classroom lessons, university research projects, government-related projects, and NGO activities (National Institute for Educational Policy Research 2002, The Forum for Citizens' Television & Media 2002).

Ukkie Has Fun Exploring TV

In March 2001, we created media literacy educational materials to help Japanese elementary school teachers new to this area to introduce lessons in a smooth and practical way to third graders.[1] The material, *Ukkie Has Fun Exploring TV*, consists of two parts, "Exploration 1: The media and the creation of fashion through commercials and character goods" and "Exploration 2: Reality and fantasy on TV including the issue of violence", each consisting of a 30-minute introductory teaching video, a teacher's guidebook, a 14-minute classroom video, and children's activity sheets.

Using the above material, in December 2001 we implemented a short introductory media literacy curriculum for first and third graders (6-7 and 8-9 years of age) focusing on "Exploration 1".[2] It has two building blocks: (1) to help children learn about, and gain a greater understanding of, both the process of construction and the business intentions behind making TV commercials and character goods by watching the classroom video alongside the "Understanding Commercials" lessons, (2) to create an opportunity for active participation, not only as receivers but also as creators of the media, using and completing activity sheets with peers through the "Making Commercials" lessons.

The purpose of this project is to implement a media literacy curriculum and to examine the effectiveness of the curricular material for Japanese third graders.

Method

The project was a piece of quasi-experimental research with a nonequivalent pretest-posttest control/comparison group design. Three classes in the first and third grades were divided into two experimental groups and one control group. Before beginning, teachers in all groups attended a four-hour orientation on the project, presented by the first author. The children in Experimental Group 1 (24 first graders and 27 third graders) were given a treatment of four hours of media literacy lessons using all material. The children in Experimental Group 2 (another 24 first graders and 27 third graders) were given a short treatment, only watching the classroom video. As a control, the final class (again 24 first graders and 27 third graders) had no treatment at all. The effectiveness of the materials was verified with a pretest and a posttest.

Results

First, we analyzed the results of the comprehensive "Commercials test", which consisted of five categories, including the concept of commercialism, specific qualities of commercials, the purpose of making commercials and character goods, and existence of sponsors (using a 3 by 2 ANOVA design). Experimental Group 1 presented significantly higher posttest scores for both first and third graders than did children in the Control Group.

Second, we analyzed the Experimental Group 1 children's impressions of the lessons and the materials rated on a 4-point scale from "disagree" to "strongly agree" in a posttest (using a chi-square test). The majority of first and third graders enjoyed the lessons and classroom video very much (lessons: 71% of first graders, 96% of third graders; video: 79% of first graders, 86% of third graders). On the other hand, 67% of both first and third graders felt the lessons were difficult. These results imply a characteristic of media literacy education, which gives children a sense of satisfaction and difficulty in learning at the same time. Moreover, especially the third graders came to pay attention to TV commercials, as well as those in printed media such as flyers or newspaper advertisements, and to compare goods with commercial images at supermarkets (38% of first graders and 67% of third graders). They wanted to make and study more commercials by themselves (31% of first graders and 66% of third graders).

In sum, the project showed that especially Japanese third grade children who used *Ukkie Has Fun Exploring TV* material and participated in four-hour lessons developed the ability to read and comprehend the media subjectively and critically. Overall, the aforementioned evaluation reveals that these curricula and materials have significance as an introduction to a consistent program of media literacy education for Japanese third graders. □

Notes

1. The project for making materials was funded by the Japanese Ministry of Public Management, Home Affairs, Posts and Telecommunications, March 2001.
2. The project was funded by the National Institute for Educational Policy Research, March 2002.

References

The British Film Institute (2002) *Education, Teachers' Centre, and Classroom Resources*, http://www.bfi.org.uk
Brown, J.A. (2001) "Media Literacy and Critical Viewing in Education", in D.G. Singer & J.L. Singer (Eds.) *Handbook of Children and the Media*, Sage, 681-697.
The Forum for Citizens' Television & Media (2002), http://www.mlpj.org/fct
National Institute for Educational Policy Research (2002), http://www.nier.go.jp/homepage/kyoutsuu/index.html
The Ontario Ministry of Education (1989) *The Media Literacy Resource Guide*.
Rapaczynski, W., Singer, D.G. & Singer, J.L. (1982) "Teaching Television: A Curriculum for Young Children", *Journal of Communication*, 32(2), 46-55.

Learning by Making Media

A recent Swedish research project by Dr. Helena Danielsson deals with children's creation of videos and other media at school. The theoretical base includes experiences from aesthetic praxis, as well as children's reception and perception of images. Creativity, language and communication are key concepts. Empirically, the project consists of three qualitative and ethnographic studies: The first concerns pupils making videos in four schools during one term in two Stockholm suburbs, characterized by a culturally diverse population. Half were high school seniors (13-15/16 years old), and half were elementary school students in 1st to 3rd grades (7-9/10 years old). The second study is part of a broader national two-year investigation of 40 schools participating in developmental work on images and media. The third study is based on eleven seminars for teachers and media pedagogues in different parts of the country during one year.

Among other findings, the pupils' media productions show 1) the importance of creativity and its functions in an aesthetic process, 2) how children of different ages, genders and cultural backgrounds provide a rich variation of media messages, and 3) that communication can grow via the process of creating a video or in the product itself. Examples: Children and young people willingly tell about themselves and their own realities if allowed to choose subjects themselves. Especially the students in the culturally diverse school environments pointed out that they had learned more of the Swedish language and of co-operation through the video production process. Girls' activity could increase dramatically when the more technically experienced boys were not nearby and the media pedagogue discreetly stepped aside. Important for all children were the feeling of being taken seriously, having responsibility of one's own, *daring*, and strengthened self-esteem. The project also underlines the necessity of more media literacy in teacher training colleges and in teacher's continuing training, so that the adults can be better prepared to meet their students through media education.

Source

Helena Danielsson (2002) *Att lära med media – Om det språkliga skapandets villkor i skolan med fokus på video* [Learning with Media: Conditions for media language creation at school with a focus on video]. Stockholm University, Department of Education. (In Swedish)

UNESCO Seminar on Youth Media Education

In the light of earlier conferences on media education and media literacy, UNESCO's Communication Development Division, Paris, aims at reorienting its media literacy programs towards creating *regional* sustained exchanges among researchers, practitioners, national regulatory authorities, media professionals, educationalists, etc.

Therefore, on February 14-16, 2002, UNESCO – together with the Universitat Autónoma de Barcelona, Spain, the European Observatory on Children and Television, Spain, the University of London, U.K., and The UNESCO International Clearinghouse on Children and Violence on the Screen, Nordicom, Sweden – arranged a seminar in Seville, Spain, hosted by Andalusia Television and the International Association of Educational Televisions (AITED). Twenty-three experts from fourteen countries were invited to formulate recommendations addressed to UNESCO on how to bring about media literacy programs through decentralized actions and synergies of relevant groups.

A CD in English and French, released by UNESCO, documents the seminar. The CD consists of the participants' recommendations, regional priorities, a policy paper for the development of and an international survey on youth media education (both prepared for the seminar by the Institute of Education, University of London, U.K.), a number of the interventions, and a list of participants.

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On International Co-operation in Media Education

The German Association for Media Pedagogy and Communication Culture – Gesellschaft für Medienpädagogik und Kommunikationskultur in der Bundesrepublik Deutschland e.V. (GMK) – arranged its 19th Forum of Communication Culture on September 3 – October 2, 2002, as part of the event Medienkongress Hamburg. Of GMK's ten different workshops at the Forum, one was called: "International co-operation in media education: research, projects, training". The aims of this specific international workshop were to present and discuss advantages and chances of international networks in media education, to get to know organisations of media education in other countries, to exchange experiences in intercultural learning within media projects, and to get in touch with colleagues from other countries. The workshop was followed by a discussion within GMK about, among other things, the possibility of building a European or global network in media education.

For more information and contact details, please see:
http://www.gmk-forum-2002.de
(tick Workshops, tick Workshop 5).

European Commission – Media Literacy Important

The European Commission is showing a growing interest in media literacy.

In 2002, the Commission chose Image Education as the topic for Netd@ys Europe, an Internet-based event in which schools from Europe and beyond exchange ideas and information in various fields. The event culminated in a showcase week November 18-24.

Media Literacy was one of the two subjects given priority in the call for proposals of the EU *e*-Learning Programme in 2002. Projects considered for funding were to encourage the production and distribution of media literacy related content or intensify networking around media education related issues.

A new call for proposals on this subject will be launched in May-June 2003. For this purpose the European Commission organized a workshop on media literacy in Brussels on January 28.

The workshop focused on questions related to democracy, citizenship and dialogue. A number of European media literacy projects were described and ideas exchanged on methods as well as basic premises in media education. In this context Professor David Buckingham from the Centre for the Study of Children, Youth and Media at the University of London, emphasized the need both to abandon the traditional, "moralistic" approach to the field and to rethink the idea of citizenship.

The European Commission has mapped out existing practices in media education in the Union outside as well as inside the formal educational systems. A report on this study will soon be published. There are also plans to issue a political document on media literacy before June.

Papers from the workshop and other information on this subject can be found on the new e-learning portal: http://www.elearningeuropa.info

by Anna Celsing, Free-lance Journalist, Belgium

Media for Children

2nd Asian-Pacific Television Forum

The conference report from the 2nd Asian-Pacific Television Forum is now published. Some 100 delegates from across the East Asia-Pacific region, representing more than 70 public and private sectors such as television, advertising, corporate, government and civil society organizations, gathered in Bangkok in March 2002 for the 2nd Asian-Pacific Television Forum. The theme was Children's TV – Partnerships for Quality. The Forum was organized by UNICEF and the Cable and Satellite Broadcasting Association of Asia (CASBAA), and hosted by the Mass Communication Organization of Thailand (MCOT) and Thailand's United Broadcasting Corporation (UBC). Recommendations aimed at building sustained partnerships for quality children's television were adopted at the closing session.

For more information, please contact:
UNICEF East Asia and Pacific Regional Office
Tel: +66 2 356 9400, E-mail: eapro@unicef.org

Source

http://www.unicef.org/broadcast/pressreleases/aprvforum-2002.html

AGORA Goes Mediterranean

In 2002, the annual AGORA arranged by the European Children's Television Centre (E.C.T.C.), Greece, was held June 15-18 in Athens – from this eighth year forward with special focus on the Mediterranean countries in Africa, Asia and Europe. AGORA 2003, for instance, will be held in Italy (see "Coming Events" in this newsletter). The idea is that AGORA, a platform for media professionals with input from researchers and media educators as well, will travel to different places around the Mediterranean Sea in order to promote intercultural dialogue in this area.

The 2002 AGORA program included: presentations of thematic TV channels for children from Europe, Egypt and Israel; current research on children and media in Mediterranean countries; new technologies in media literacy; and presentations of media festivals, networks, collaborations and future plans. There are, e.g., plans to establish a Mediterranean Observatory on Youth and Media as a tool for the exercise of Mediterranean policy in the youth audiovisual sector. There are also plans to build a network for co-production of television programmes, and to start a Media Summer School to nourish children's talent through professional teaching.

In addition, the declaration "Media and Children – Commitment for the Future", drafted on the initiative of the Hellenic Audiovisual Institute (I.O.M.) at the 3rd World Summit on Media for Children in Thessalonica in 2001, was discussed and finalised at AGORA 2002.[1]

Note

The declaration is available at: http://www.nordicom.gu.se/unesco.html (select "Declarations and Resolutions on Children & Media").

International Seminar on Television and Violence in Chile

by
CECILIA VON FEILITZEN
Scientific Co-ordinator
The Clearinghouse

Is violence on the screen a reflection of reality or a show to gain audience? Can one measure with certainty the effects of television violence on children? Is it possible to represent violence in a constructive way? August 21-22, 2002, the regulatory body of Chilean television, Consejo Nacional de Televisión (CNTV), arranged an international seminar on "Television and Violence" in Santiago de Chile that attracted several hundred participants. The aim was, according to CNTV's President Patricia Politzer, to discuss this complex topic profoundly: A nuanced debate – in order to find the balance between freedom of expression and the responsibility to protect children and other vulnerable groups – is conductive to better television. The challenge for television is to reflect the societal violence in a responsible and ethical form, i.e., to see to it that the TV programmes contribute to a more democratic, tolerant, peaceful and just society.

The topic was illustrated from a multiplicity of angles by speakers representing television, regulatory authorities, and research from Argentina, Brazil, Chile, Colombia, South Africa, Sweden, and the U.S.A, as well as by the audience's interventions. Many contributions dealt with news. The necessity of self-regulation was underlined, and Chilean television was said to be more restrictive in showing excessive news violence than is TV in many other countries, e.g., Japan and Mexico. Nevertheless, Latin American research shows that news media do not adequately reflect but construct criminality, as well as social and political violence. Argentine experiences of journalism in a political context pointed to the danger of "bureaucratic journalism". Such journalism lies about reality, which is in itself violence. Another contribution stressed the importance of distinguishing 'violence' from 'conflict', and of realising that conflicts are necessary ingredients in human life and that not all kinds of media violence are harmful. Excerpts from a Colombian TV documentary about a drug dealer were shown and discussed, as were excerpts from a successful South African dramatic-educational TV series about black young people's violent everyday lives in a township school.

Violence in entertainment and fiction was also debated, especially after the research presentations, some of which are summarised briefly below. Many participants emphasised the significance of research. Also stressed was the shared responsibility of the media, society and the people as regards measures against gratuitous and excessive media violence. Direct censorship was rejected.

In the end, CNTV released a Public Declaration on Basic Criteria for the Treatment of Violence on Television in Chile.[1]

Research Example 1: Violence on the Screen and the Audience in Chile

María Dolores Souza, Head of Research, CNTV, Chile, gave an overview of the latest ten years' research on television and violence conducted by the Council. Two research traditions have dominated: content analysis of the TV output (with focus on animated cartoons, films, 'telenovelas' and news/documentaries) and studies on the audience (opinion research, experiments, longitudinal studies and ethnografic studies). Souza elaborated a manifold of results and reflexions, of which there is room for only a few here:

The absolute majority of animated cartoons, films and news on Chilean television contain violence, but in more than half of these programmes violence comprises less than 10 per cent of the time (it does, however, comprise a longer time in about 40% of these programmes). The principal motives for commiting violence in fiction are criminal reasons, ambition, defense, and anger, while in non-fiction they are ideological motives or social demands. Generally, the TV violence is of a varied character and is presented in many different contexts.

The Chilean audience is greatly concerned about TV violence. Viewers believe that it can provoke imitation, escape, fear and insensitivity (although, as usual, more for others than for oneself). Roughly three-quarters believe that TV can stimulate violence in persons and in society, and that TV violence has both increased and become harsher during the last years. Even more believe that animated programmes have become increasingly violent and that their violent features affect children. The kinds of regulation recommended by the majority among the audience are: transmission of violence after 10 or 11 p.m., and warnings on TV when there is to be violence in a programme.[2]

Research Example 2: Young Latin Americans' Perceptions of Mediated Images of Young People

A quantitative study from 2001 on 14-17-year-olds' perceptions of violence was presented by Francisca Palma, UNICEF Chile. The study was conducted with 800 young people each in the capitals of Argentina, Chile and Uruguay. Differences among the youths were greater regarding gender and socio-economic background than regarding country. More

Notes

1. For CNTV's declaration and short documentations of most speeches, see: http://cntvnt1.cntv.cl/CNTV/expo_semi_2002.htm (in Spanish).
2. For more findings, see: http://cntvnt1.cntv.cl/CNTV/expo_semi_2002.htm (in Spanish). Most of the studies are also available in full on: http://cntvnt1.cntv.cl/CNTV
3. For more findings of the study, see: http://cntvnt1.cntv.cl/CNTV/expo_semi_2002.htm (in Spanish).
4. The project is part of the "Children in the Community Study" and the paper presented at the Chilean seminar is written by Jeffrey G. Johnson, Ph.D., Patricia Cohen, Ph.D., Elizabeth M. Smailes, M.Phil., Stephanie Kasen, Ph.D., Columbia University and the New York State Psychiatric Institute, & Judith S. Brook, Ph.D., The Mount Sinai Medical Center. For a more detailed account than presented here, see: http://cntvnt1.cntv.cl/CNTV/expo_semi_2002.htm (in Spanish). The findings have also been reported in English in *Science*, Vol. 295, 29 March 2002 (http://www.sciencemag.org), and have – like all longitudinal projects that suggest a causal correlation between, on one hand, TV viewing and/or viewing TV violence and, on the other, aggression – been much debated in the press and the international research community.

portray young people as delinquents, linked to drugs, etc., than thought these media portray young people positively. The interviewees were also of the opinion that television and the press depict young people as committing more crimes, and more serious crimes, than adults commit. However, police statistics show that young people, in relation to their percentage of the population, are apprehended to a much lesser extent than are adults, and that young people's crimes are, on average, less grave than those of adults.[3]

Research Example 3: Effects of Violence on Television in the U.S.

Under the heading "Television viewing and aggressive behaviour during adolescence and adulthood", Dr. Jeffrey G. Johnson, Columbia U.S.A., presented findings from one of the relatively few longitudinal (17-year) research projects on this subject. In a northeastern U.S. community sample of 707 individuals, there was a significant association between the amount of time spent watching television during adolescence and early adulthood and the likelihood of subsequent aggressive acts against others. This association remained significant after previous aggressive behaviour, childhood neglect, family income, neighbourhood violence, parental education, and psychiatric disorders were controlled statistically. The findings suggest that extensive television viewing during adolescence and adulthood is associated with an increased likelihood that individuals will commit aggressive acts against others.[4] □

Do Video Games Improve Violent Skills?

by
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The effects of violent entertainment on children have been a source of concern to many American families and researchers for decades. To many experts, however, violent interactive video games have become a more troublesome facet of children's exposure to the media than film and television. Critics feel that many games lack any moral context for the violence they depict so explicitly. In some of the most popular games, such as *Mortal Kombat II* or *Duke Nuk'em*, there are no "good guys" and "bad guys"; players earn points simply for killing as many people as possible. In *Grand Theft Auto*, the player assumes an overtly criminal identity. Also, video games involve the active participation of the player. A child using such a game is not merely a spectator; he or she employs some type of "input device" (often a simulated firearm) to "kill" targets that take many forms, ranging from monsters or enemy soldiers to police officers. The latest computer technology brings an uncanny air of realism to these so-called "first person shooter" games – so much so that the armed forces have incorporated computer simulations into the combat training of their soldiers.

The similarity between these training devices, which are intended to turn recruits into efficient killers, and the video games played by millions of American children has attracted the attention of Lt. Col. Dave Grossman, a retired U.S. Army Ranger and former professor of psychology at West Point.[1] According to Lt. Col. Grossman, these games desensitize children to the dreadful act of taking a human life. The number of relevant research studies is still small. However, one particular school shooting incident has led Col. Grossman and others to ask another troubling question: "Do 'first-person shooter' games actually turn children into trained marksmen?"

On December 1, 1997, in Paducah, Kentucky, a quiet ninth-grader walked into school carrying several firearms wrapped in a blanket. When he encountered a group of students hold a prayer meeting in the corridor, he drew a .22 caliber pistol and opened fire. The boy assumed a classic marksman's stance and fired eight shots in rapid succession, each at a different child. Every shot struck its target, and all of the wounds were located in the head and upper torso. Three of the victims died, and a fourth was left permanently paralyzed. The boy's obvious proficiency with his pistol might suggest that he was an experienced shooter, yet the police quickly discovered that the boy had not fired a real gun prior to stealing the weapons from a neighbor's home. The boy, it turns out, had learned everything he knew about shooting from video games he played in local arcades and at home.

A Pilot Study

The tragedy in Paducah led Col. Grossman to wonder whether firearms skills are being imparted to America's children on a national scale by violent video games. To test this theory, he turned for help to the Center for Successful Parenting (CSP) in Indianapolis, Indiana. The CSP is devoted to educating both the public and public officials about the problem of media violence. Working together with Indianapolis Mayor Bart Peterson, the group was instrumental in gaining passage in 1999 of the nation's first municipal ordinance regulating violent video games in public places – a precedent soon imitated in other American cities.

At the urging of Col. Grossman, who has been their national spokesman for several years, the CSP joined forces with Dogs Against Drugs/Dogs Against Crime National Law Enforcement Organization to

Note

1. Lt. Col. David Grossman & Gloria DeGaetano (1999) *Stop Teaching Our Kids to Kill: A Call to Action Against TV, Movie & Video Game Violence* New York, Crown Publishers, 1999.

forty boys ages 12 to 18, none of whom had ever fired a firearm of any kind. The participants were split into two groups of 20. The control group consisted of the youths who had limited exposure to "first person shooter" video games. The experimental group was made up of boys who claimed, in contrast, to be avid players of "first person shooter" video games. The boys in the latter category were required to demonstrate their proficiency by actually playing a "first person shooter" video game while being observed by local law enforcement police officers from Madison County, Indiana, who are firearms instructors.

After this preliminary screening, the boys were taken to the Indiana State Police pistol range on June 18th and July 16th, 2000. After two hours of rigorous safety instruction, each group fired two, ten-shot courses of fire with a .9 mm automatic pistol at a human silhouette target located at a distance of 15 yards. The first ten shots were not scored, and were intended merely to familiarize the boys with the feel of the weapon. The second ten shots were recorded and compared. The results were astounding. The control group, i.e., those boys with limited exposure to "first person shooter" video games, hit the paper target on an average of 85% of their shots, and hit the "vital" areas of the silhouette 75% of the time. Their shot "groups" were large and dispersed across the entire face of the target. The experimental group, however, struck the target with 99% accuracy and placed 97% of their shot in the vital areas. Their shot "groups" were as tight as those of highly qualified experienced marksman. Although all of the participants had been instructed to aim at the center of the silhouette, 26% of the experienced game players aimed instead at the silhouette's head, while none of the members of the control group did so. This is significant, as many shooting games award players bonus points for hitting the target in the head.

What Do the Outcomes Imply?

Col. Dave Grossman is convinced that the CSP study demonstrates clearly that strong shooting skills do indeed transfer from video games to actual firearms, as they did in the case of the shooting in Paducah. According to Phil Holden, National Director, Dogs Against Drugs/Dogs Against Crime, the CSP recognizes that this experiment can only be regarded as a pilot study. Nevertheless, he feels strongly that the study has provided a basis for further exploration of the connection between video games and marksmanship skills. There is a serious need to further research in this area. □

Clearinghouse Articles and Information on Computer and Video Games

One section in the Clearinghouse Yearbook 2000, *Children in the New Media Landscape: Games, Pornography, Perceptions*, Cecilia von Feilitzen & Ulla Carlsson (Eds.), presents research articles on violence and video and computer games.

In 2000, the Clearinghouse also released a bibliography called *Research on Video and Computer Games. A selection (1970-)*, compiled by Johan Cronström. The ambition of the bibliography is to present a selection of research on video and computer games that gives a broad picture of the field. Most studies are published in the 1990s.

For information on the Clearinghouse publications and lists of articles see our web site: http://www.nordicom.gu.se/unesco.html

Further Examples of Recent Literature on Children, Video and Computer Games

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Internet

The Canadian Approach to Responsible Internet Use

The Government of Canada aims at balancing freedom of expression with the protection of children from illegal and offensive content on the Internet. A five-point plan has been developed to promote safe, wise and responsible Internet use. The Canadian Government strategy includes: initiatives that educate and empower users, effective self-regulation, law enforcement, hotline reporting facilities, and international collaboration.

In 1999, Canada became the first country in the world to connect all of its schools and public libraries to the Internet. According to the study *Young Canadians in a Wired World – The Students' View* (2001) ninety-nine percent of Canadian youth report that they use the Internet at least to some extent. Seventy-nine percent have Internet access at home. The study examines the use of the Internet by Canadian youth, and the extent to which they place themselves at risk. It also looks at their perceptions of parental knowledge and supervision of their Internet use.

In the report *Canada's Children In A Wired World – The Parents' View* (2000) parental attitudes and perceptions about the nature, safety and value of children's online activities are investigated. The study also reveals parents' opinions on measures that could be taken to make children's online experiences safe and worthwhile.

Source

http://www.connect.gc.ca/cyberwise
The complete Government strategy and the reports are available on the web site.
or contact: Communications Branch, Industry Canada
Tel: +1 613 947 7466, Fax: +1 613 954 6436

How Effective Are the Internet Filtering Software Products?

In 2002, the Australian Broadcasting Authority (ABA) and NetAlert released the report *Effectiveness of Internet Filtering Software Products*, which provides details on the performance of 14 filter products. Almost nine hundred web sites in 28 categories were used to conduct the tests.

The report shows that available products differ in their effectiveness in blocking certain types of content. Variations in effectiveness appear to be related to the blocking techniques used by different products, with those products that combine two or more techniques generally performing better. The results are broadly comparable and consistent with other results from tests recently conducted as part of the European Union's Safer Internet Action Plan.

Speaking at the launch of the report, ABA Chairman Professor David Flint said: "The software is not a substitute for good parenting practices." He emphasised that filter software was most effective when used in conjunction with household rules for Internet access, and parental supervision.

Source & copy of the report

http://www.aba.gov.au/internet/research/filtering/index.htm

European Parliament: Self-regulation Not Enough

On April 11, 2002, the European Parliament adopted a resolution in response to the Commission's evaluation report on the application of the 1998 Council Recommendation on the protection of minors and human dignity.

Members of the European Parliament (MEPs) emphasise that children's welfare is primarily the responsibility of their guardians, though this does not absolve suppliers and distributors of audiovisual content, nor drafters of legislation, from their responsibilities.

In general, MEPs favour self-regulation by the industry, but underline that this is not a sufficient means of protecting minors from harmful content. They call on the Member States to set up hotlines for complaints about such content and launch publicity campaigns to draw the attention of consumers, in particular parents, to the risks.

Furthermore, Member States are recommended to involve consumers' groups, voluntary associations and non-governmental organisations more closely in the implementation of the Recommendation.

MEPs urge the European Commission to promote the use of user-friendly content filter systems at affordable prices. They also encourage the DVB consortium to work on the development of reliable filter and rating systems for digital broadcasting.

The European Parliament is concerned at recent moves to block access to certain web sites. MEPs argue that such drastic measures do not solve the problem of sites outside the EU nor that of sites which are legal for adults but could be harmful to children or young people.

The Parliamentary report (A5-0037/2002) on this matter is available on the web site: http://www.europarl.eu.int/plenary/default_en.htm

by Anna Celsing, Free-lance Journalist, Belgium

New Book on the Protection of Asian Children On-line

Kids On-line – Promoting Responsible Use and a Safe Environment on the Net in Asia, edited by Kavitha Shetty, is a book on the current attitudes and approaches towards the protection of children on-line in Malaysia, Indonesia, the Philippines, Singapore, Thailand and Vietnam.

The book is an outcome of the seminar "The Impact of the Internet and New Media on Children", which was held in Bangkok, Thailand in August 2001. The book contains papers and articles presented at the seminar. The participants also generated a set of recommendations to help protect children in Cyberspace.

The book is published by AMIC/SCI-NTU 2002, 292p, ISBN 9971-905-92-2.

More information on the web site:
http://www.amic.org.sg/newpub3. html
Fax: +65 67 927 129

eSafe Programme 2003-2004

The Safer Internet Action Plan is a cornerstone of the European Union's actions against illegal and harmful content on the Internet. The Commission is now making preparations for implementing the *e*Safe programme 2003-2004, the extension of the Safer Internet Action Plan 1999-2002. The programme decision is still under discussion in the European Parliament and Council.

The discussion paper called *eSafe Directions for 2003-2004* was distributed to participants in the *e*Safe hearing held in Luxembourg on 27 and 28 November 2002.

Source & the European Commission proposal for *e*Safe
http://www.saferinternet.org
or http://www.selfregulation.info

New Awareness Projects within EU

Following the European Commission's last call for proposals under the Safer Internet Action Plan (IAP), three new Awareness projects started during 2002.

The projects Educaunet-2, SafeBorders and SAFT have different approaches but all share the aim to educate children and teenagers to be responsible Internet users.

The primary aim of Educaunet-2 is to reflect on content and messages transmitted by the Internet and their impact on the population. The project will bring together key actors involved in educational processes, raise awareness through a group of national trainers from parents associations, implement and test both general concepts and appropriate methods, produce a "European Educaunet Kit".

SafeBorders is to establish a cohesive European network to raise awareness of Internet-related risks to protect children and teenagers using the Internet, taking into account cultural and linguistic diversity.

SAFT – Safety and Awareness for Tweens – consists of partners from Northern Europe. SAFT includes two European surveys, one for children and one for parents.

Source
http://www.saferinternet.org/projects/index.asp

Computer Games

New Pan-European System of Age Ratings for Games in Europe

The Interactive Software Federation of Europe (ISFE) has introduced the first ever voluntary pan-European age rating system for computer games. To be launched throughout Europe in 2003, the system will include five age categories: 3+, 7+, 12+, 16+ and 18+. In addition to the age categories, the system also indicates the type of content present. Six categories are used: violence, sex/nudity, drugs, fear, discrimination and bad language.

The Netherlands Institute for the Classification of Audiovisual Media (NICAM) has been appointed by ISFE to administer the system on a day-to-day basis.

NICAM will develop and maintain an on-line application process, as well as an information web site for both publishers and consumers. This will be multi-lingual, thus achieving the widest possible reach.

Source
http://www.videostandards.org.uk/isfe.htm

Advertising

Children View Website Ads as Content

A new Nielsen Norman Group study found that children are as easily stumped by confusing websites as adults. Unlike adults, however, children tend to view ads as content, and click accordingly. They also like colourful designs, but demand simple text and navigation.

According to the report, *Usability of Websites for Children: 70 design guidelines based on usability studies with kids*, Shuli Gilutz and Jacob Nielsen conducted a usability study with 55 children who varied in age from 6 to 12. The researchers tested 39 children in

ren, and three mainstream sites designed for adults.

According to the researchers, the children in the study often had the greatest success using websites intended for adults. Children also click banners and cannot distinguish between content and advertising. They look at ads as just one more content source. In the report, recommendations are made for parents, educators, and other caretakers to spend time acquainting children with the realities of Internet advertising and teach them how to recognise ads.

Source & executive summary

http://www.nngroup.com/reports/kids

ERICA Requires EU Legal Action for Marketing to Children On-line

Children have become an increasingly important target for marketers, and new sophisticated marketing techniques emerge at a fast paste. Children are also less discerning and more vulnerable than adults when it comes to marketing and as such need special rules and protection.

This is stated in the policy paper *Commercial Practices Targeting Children on the Internet* (February 2002) from The European Research into Consumer Affairs (ERICA). The paper presents an overview of the problem, with examples of on-line marketing and research results, as well as proposals for legislation.

ERICA states that "Whereas the US has passed the Children's Online Privacy Protection Act (COPPA, 2000), little or nothing has been done by the EU and its Member States to introduce rules to protect children in the new electronic media. The initiatives funded by the EU under the Internet Action Plan are certainly welcome, but on their own they will not solve the problem because they focus on voluntary codes and awareness raising, without the necessary legal backdrop. The EU has adopted a Directive on Electronic Commerce, which lays down principles for commercial communications, but makes no special provision for children."

Source

http://www.net-consumers.org/erica/policy/practices.htm
or contact European Research into Consumer Affairs
Fax: +44 1 932 856 252, E-mail: info@net-consumers.org

Broadcasting

Television and Child Protection

The Italian 'Comitato TV e Minori' (Committee on TV and Minors) – representing media companies and different interest organisations – arranged a seminar on "Television and Children's Protection. speeches, Professor Piermarco Aroldi, Osservatore sulla Communicazione, Università Cattolica di Milano, Italy, presented a research report about TV regulation systems in France, Germany, Netherlands, Spain, Sweden and the United Kingdom.

For further information, please contact:
Professor Piermarco Aroldi, E-mail: aroldi@mi.unicatt.it

by Ulla Carlsson, Director, Nordicom

Review of the EU TV Directive – Protection of Minors to be Discussed

In January 2003, the European Commission published a work programme for the review of the EU "Television without Frontiers" Directive. The programme includes a series of public consultations on certain aspects of the directive, among these the protection of minors. To this end the Commission will organize several hearings. Interested parties are also invited to submit written comments before early July.

The work programme forms the appendix of a report on the application of the TV directive in the EU Member States. The Commission concludes that the directive functions successfully on the whole but that certain issues need clarification.

With regard to the protection of minors it points out that ratings differ considerably not only between Member States but also according to type of distribution. A film, for example, may be rated differently for cinema exhibition, television broadcasts and on-line delivery.

The Commission has launched a study to map out rating practices and analyse any potential confusion the differences may cause. Ratings will also be discussed in the consultations.

– Should there be more consistency in the rules, in particular as regards rating, and, if so, what would be the best way to achieve this? asks the Commission.

The controversial country of origin rule will be another topic of discussion.

At the end of 2003 the Commission will publish a report on the results of the public consultations clarifying certain points and, if necessary, proposing "major or minor changes" to the TV directive.

A report on the EU Recommendation on the protection of minors is also due at the end of 2003. Both may be included in a more comprehensive "audiovisual package", says the Commission.

The report on the application of the directive, including the work programme, can be found at: http://europa.eu.int/comm/avpolicy/whatsnew_en.htm (see January 6).

by Anna Celsing, Free-lance Journalist, Belgium

Violence

In June 2002, the French Minister of Culture and Communication asked a commission of 36 representatives of media, education, medicine and law, led by philosopher Madame Blandine Kriegel, for evaluation, analysis and proposals regarding television violence as one of many possible factors contributing to the increasing violence in the French society. The Commission presented its report on November 14, 2002.

The evaluation supports research showing that media violence contributes to different kinds of harmful influences among children and young people. The proposals are characterised by an ambition to balance democratic freedoms and children's rights, and by the idea that all parties – the government, media professionals, media distributors, the school, parents, representatives of children's rights, etc. – become involved in different bodies and groups working for realising the proposals.

The Commission proposes, among other things: that violent television programmes shall not be transmitted during 7 a.m. and 22.30 p.m. (i.e., during times when children are watching); that pornography shall be inaccessible to children by means of double coding or special subscription to such programmes; that the film classification authority shall be reorganised and its responsibility extended to all media screens (cinema, video, DVD, television, video games, Internet); that the radio and television authority CSA (Conseil Supérieur de l'Audiovisuel) shall be strengthened; that the programme ratings visible on television shall be improved; that media education shall be implemented generally; that parents shall be informed; that existing penalty codes shall be clarified; and that the proposals shall be realised within one year. If not, the Commission insists on more drastic measures.

The full report is available at:
http://www.culture.gouv.fr/culture/actualites/communiq/aillagon/rapportBK.pdf

Women's Media Watch and Broadcasting in Jamaica

Since 1996, Women's Media Watch has been lobbying the Broadcasting Commission in Jamaica to revise the country's Broadcast Standards. Up until now, there have been very loose and indefinite broadcasting guidelines concerning 'offensive material' and 'obscenity' but no clear indication of what it is. Women's Media Watch, and a few other NGOs working with children, have been using opportunities such as training, media advocacy, and lobbying, to encourage public awareness of the links between media violence and children's and youth's behaviour, acting on the issues of gender and violence. In consultation with Women's Media Watch and other NGOs, a draft has been worked on, as well as revised guidelines and codes for children's programming. However, it will require advisories and ratings, and a 'watershed' hour after 9 p.m.

Women's Media Watch teaches a module on Media, Gender and Development, one of many activities at the Caribbean Institute for Media and Communications in September/October each year. Within that module young journalists are educated in gender and violence issues relating to the media.

In Jamaica there has been an epidemic of community violence, which has been aggravated by the fact that Jamaica has become a major transshipment area for narcotics. There has been a terrible upsurge of violence at schools, and the society is now beginning to recognize that the issue of violence in the media is a contributing factor. For example there is a clear finding from international research that children with little parental guidance, who live in violent neighbourhoods, are more negatively affected by media violence, and this describes the situation of most of the children in Jamaica.

by Hilary Nicholson, Programme and Training Co-ordinator, Women's Media Watch, Jamaica
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Not in Front of the Children – U.S. Book Against Censorship

In *Not in Front of the Children: "Indecency", Censorship, and the Innocence of Youth* (2001), Marjorie Heins, Director of the Free Expression Policy Project at the National Coalition Against Censorship, U.S.A., describes the history of laws and other restrictions aimed at protecting youth – from Plato's argument for rigid censorship, through Victorian laws aimed at repressing libidinous thoughts, to contemporary battles over sex education in public schools and violence in the media. The author suggests that the "harm to minors" argument rests on shaky foundations.

In 2002, the Free Expression Policy Project also published a report called *Media Literacy: An Alternative to Censorship*. The report covers topics such as: what is media literacy education? media literacy in the U.S.: a brief history, media literacy today, advocacy and information groups, and the international scene.

More information at:
http://www.ncac.org

Violence and Media: Resources and Discourses

BARCELONA, SPAIN, MAY 9-10, 2003

The Faculty of Communication, University Ramon Llull, will organise its second International Conference on Communication and Reality. The theme for reflection and discussion is violence.

The theme will be explored through four core areas, which correspond to the four central lectures of the conference:

- Thinking and re-thinking violence
- Resources and discourse of violence in entertainment
- Resources and discourse of violence in information
- Resources and discourse of violence in corporate communication

Further information on the web site:
http://cicr.blanquerna.edu
or contact: Pere Masip, Faculty of Communication
University Ramon Llull
Valldonzella, 23, Barcelona 08001, Spain
Tel: +34 93 253 30 2, Fax: +34 93 253 30 99
E-mail: cicr@blanquerna.url.es

Second International Conference on Research in Advertising

AMSTERDAM, THE NETHERLANDS
JUNE 16-17, 2003

This conference is organised by the University of Amsterdam and one of the themes will be children and advertising.

Following the conference, there are plans to publish the contributions as a book, titled *International Research in Advertising*.

Further information on the web site:
http://www.pscw.uva.nl/ascor/news-1.html
or contact: Professor Peter Neijens
The Amsterdam School of Communications
Research ASCoR, University of Amsterdam
Kloveniersburgwal 48, 1012 CX Amsterdam
The Netherlands
Tel: +31 20 525 3998
E-mail: ascor-secr@pscw.uva.nl

AGORA 2003 Interactive Media for Children

BOLOGNA, ITALY, JUNE 19-23, 2003

In 2003, the Regional Mediterranean Summit on Media for Children – AGORA – organised by the European Children's Television Centre, travels to Bologna with the collaboration of RaiSat Ragazzi.

AGORA 2003 will focus on the theme "Convergence Trends in Media for Children" to point out the main aspects of the media convergence market, analysing its development, new trends and the most innovative projects. Examples of themes are: exchanges and co-productions; children's channels and TV programmes market; Mediterranean Observatory on Youth and Media; Media Summer School; Roaming Reporters; and the World Audio-visual Expo on Youth and Sports.

Further information at:
http://www.agoramed.gr
or contact: Tel: + 30 10 725 8904
E-mail: management@ectc.gr

Kids for Kids Festival

BOLOGNA, ITALY, JUNE 19-23, 2003

Kids for Kids Festival is an international festival for films made by children for children. It is also a meeting place for young filmmakers, media experts and the interested public. The festival is arranged by the International Center of Films for Children and Young People (CIFEJ) and the European Children's Film Association (ECFA), in connection with the annual AGORA meeting.

Further information on the web site:
http://www.cifej.com
or contact: CIFEJ
Tel: +1 514 284 9388, E-mail: info@cifej.com

NetSafe II: Society, Safety & the Internet

AUCKLAND, NEW ZEALAND, JULY 9-12, 2003

This international Internet safety conference is arranged by the New Zealand Police, the University of Auckland and the Internet Safety Group (ISG), an independent non-profit organisation for Internet safety education in New Zealand.

Up to 500 participants from around the world will attend keynote addresses, seminars, discussion groups and workshops that build on the themes of the NetSafe symposium held in February 2002.

The five themes are: safety in the home; safety in businesses; safety in the workplace; safety in schools; and legal, ethical & cultural issues related to Internet use.

Further information at: http://www.netsafe.org.nz/conferences/conferences_default.asp
or contact: The Internet Safety Group
P.O. Box 58, Oneroa Waiheke Island, Auckland
New Zealand
Tel: +64 9 372 5864, Fax: +64 9 372 5865
E-mail: queries@netsafe.org.nz

2003 IAMCR Conference and Media Education Research Section

TAIPEI, TAIWAN, JULY 14-16, 2003

The 2003 Conference of the International Association for Media and Communication Research (IAMCR) will be hosted by Shih Hsin University (SHU) in association with the Chinese Communication Society (CCS).

The conference topic "Information Society and Glocalization: What's Next?" can be explored from many aspects of media and communication research. One of these aspects is media education. Other related issues are for example new communication technologies, gender & digital culture, global information infrastructure, digital divide & cyberspace development, globalization, anti-globalization, and the localization of media institutions and information processes.

In 2004 the IAMCR conference will be in Porto Alegre, Brazil.

Further information on the web site:
http://iamcr2003.org.tw
or contact: Local Organizing Committee
2003 IAMCR Conference, Shih Hsin University,
No. 1, LN. 17, SEC. 1, Mu-Cha Road
Taipei 116, Taiwan, Fax: +886 2 2236 7150

For the Media Education Research Section, please contact: Dr. Keval J. Kumar, Director
Resource Centre for Media Education and Research, India
Tel/Fax: +91 20 565 1018
E-mail: kevalkumar@hotmail.com *or* kjkumar@vsnl.com

Newspaper & the Young in a Mobile World

HELSINKI, FINLAND, SEPTEMBER 7-10, 2003

The World Association of Newspapers (WAN) is arranging the 5th World Young Reader Conference. The conference sessions will concentrate on the challenges for newspapers to reach a generation that is becoming more and more accustomed to getting its news electronically and for free. Leading research and cases from around the world will be examined.

Further information at:
http://www.wan-press.org
or contact: The World Association of Newspapers
Tel: +33 1 4742 8500, Fax: +33 1 4742 4948
E-mail: contact_us@wan.asso.fr

PRIX DANUBE – International Television Festival of Programmes for Children and Youth

BRATISLAVA, SLOVAKIA, SEPTEMBER 21-27, 2003

Organised by the Slovak Television, the 17th edition of PRIX DANUBE is an opportunity to look at programmes for children and youth, and to meet with professional creators and enthusiasts.

Further information at: http://www.stv.sk/prixdanube
or contact: Slovak Television
Tel: +421 2 6061 2498, Fax: + 421 2 6542 8609
E-mail: prixdanube@stv.sk

Classification in a Convergent World

Sydney, Australia, September 21-24, 2003

The Australian Office of Film and Literature Classification (OFLC) is arranging an international rating conference which will be attended by local and international classifiers and regulators, film and computer games producers, distributors and designers, producers and distributors of new technologies, media, academics, as well as professional bodies and community groups.

The conference is presenting an opportunity to find out about the latest challenges and dilemmas facing classification and ratings systems from around the world.

Further information on the web site:
http://www.iceaustralia.com/oflc
or contact: Office of Film and Literature Classification, Locked Bag 3, Haymarket
NSW Australia 1240
Tel: +61 2 9289 7100, Fax: +61 2 9289 7101
E-mail: olfc@iceaustralia.com

The World Summit on the Information Society (WSIS)

Geneva, Switzerland, December 10-12, 2003 and 2005 in Tunis, Tunisia

This World Summit is being held under the high patronage of Kofi Annan, UN Secretary-General, with the International Telecommunication Union (ITU) taking the lead role, in cooperation with

The first phase of the Summit will address the broad range of themes concerning the Information Society and adopt a Declaration of Principles and plan of action, addressing the whole range of issues related to the Information Society. The second phase will have development themes as a key focus, and it will assess progress that has been made and adopt any further plan of action to be taken.

The anticipated outcome of the Summit is to develop a clear statement of political will and a concrete plan of action for achieving the goals of the Information Society, while fully reflecting all the different interests at stake.

Further information at:
http://www.itu.int/wsis
or contact: Executive Secretariat
World Summit on the Information Society
International Telecommunication Union
Place des Nations, 1211 Geneva 20 Switzerland

4th World Summit on Media for Children: Children in the Media Age

Rio de Janeiro, Brazil, April 20- 24, 2004

Consumerism or a citizen's right? With what purpose does one produce media for children today? To encourage children to consume more or to offer them high-quality products? These questions are hoped to mobilise educators,

for Children. More detailed information will be published when available.

Web site of the Summit: http://www.riosummit2004.com.br

Chairpersons of the Brazilian committee for Summit 2004:
Regina de Assis, President of MULTIRIO, Emprêsa Municipal de Multimeios
Rio de Janeiro, Brazil
Tel/Fax: +55 21 2266 4080
E-mail: rdeassis@pcrj.rj.gov.br
or Beth Carmona, Midiativa-Presidente Centro Brasileiro de Mídia para Crianças e Adolescentes
Tel: +55 11 3864 1239
E-mail: bethcarmona@uol.com.br

The World Audiovisual Expo on Youth and Sports

Athens, Greece, June 2004

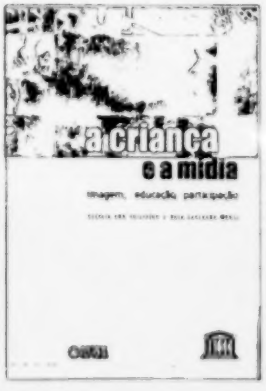
The expo will present audiovisual works made for and by children targeting sports as a social and cultural language. There will be examples showing youth's participation in sports worldwide and illustrating the ways media creations influence youngsters' sport conscience.

For information please contact:
youthsport@ectc.gr

Clearinghouse Yearbooks in Portuguese

The Clearinghouse warmly thanks UNESCO Brasil for translating and publishing three of the Clearinghouse Yearbooks.
Contact for the Portuguese editions: UNESCO Brasil, Tel: +55 61 321 3525, E-mail: uhbrz@unesco.org.br

A Criança e a Mídia (2002) by Catharina Bucht & Cecilia von Feilitzen, translation: Patrícia de Queiroz Carvalho, 316 pages, ISBN 85-87853-46-5. English title: *Outlooks on Children and Media*, Yearbook 2001.



A Criança e a Mídia. Imagem, Educação, Participação (2002) by Cecilia von Feilitzen & Ulla Carlsson (Eds), translation: Dinah de Abreu Azevedo & Maria Elizabeth Santo Matar, 552 pages, ISBN 85-249-0831-9. English title: *Children and Media. Image, Education, Participation*, Yearbook 1999.

A Criança e a Violência na Mídia (2000) by Ulla Carlsson & Cecilia von Feilitzen (Eds), translation: Dinah de Abreu Azevedo & Maria Elizabeth Santo Matar, 448 pages, ISBN 85-249-0723-1. English title: *Children and Media Violence*, Yearbook 1998.

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New Literature

THANK YOU FOR SENDING PUBLICATIONS AND OTHER INFORMATION

Agebäck, Ann Katrin (ed.): *Popcorn : unga tankar om film och filmvåld* [Popcorn : Young Thoughts of Film and Film Violence]. Stockholm, Våldsskildringsrådets skriftserie Nr. 28, 2002, 155 p. ISSN 1102- 447X. (In Swedish)

Bjørnstad, Taran L.; Ellingsen, Tom: *Nettsvermere : En rapport om ungdom og Internet* [Nettsvermere : a report on youth and Internet]. Oslo, Statens Filmtilsyn, rapport 1/2002, 127 p. (In Norweigan)

Brown, Jane D.; Steele, Jeanne R.; Walsh-Childers, Kim (eds.): *Sexual Teens, Sexual Media : Investigating Media's Influence on Adolescent Sexuality.* Mahwah, NJ, Lawrence Erlbaum Associates, Inc., 2002, 320 p. ISBN: 0-8058-3489-3.

Breunig, Christian: Onlineangebote für Kinder : Angebotsstruktur, Inhalte und Nutzung kinderspezifischer Internetseiten. *Media Perspektiven* 8(2002)pp. 389-402.

Buckingham, David (ed.): *Small Screens : Television for Children.* London, Continuum/ Leicester University Press, 2002, 230 p.

Buijzen, Moniek; Valkenburg, Patti M.: Appeals in Television Advertising: A Content of Commercials Aimed at Children and Teenagers. *The European Journal of Communications Research* 3(2002)pp. 349-364.

Büttner, Christian; Gottberg von, Joachim (eds.): *Staatliche Kontrolle und selbstregulative Steuerung : demokratische Willensbildung am Beispiel des Jugendmedienschutzes.* Frankfurt am Main/New York, Campus-Verlag, 2002, 216 p, (Studien der Hessischen Stiftung Friedens- und Konfliktforschung; Bd. 40). ISBN 3-593-37124-3.

Calvert, S.L., Jordan, A.B., Cocking R.R. (eds.): *Children in the Digital Age : Influences of Electronic Media on Development.* Westport, CT, Praeger, 2002, 280 p.

d'Haenens, Leen; Summeren, Cindy van; Kokhuis, Madelon; Beentjes, Johannes W.J.: Ownership and Use of 'Old' and 'New' Media among Ethnic Minority Youth in the Netherlands : The Role of Ethno-cultural Position. *The European Journal of Communications Research*, (Research in Brief), 3(2002)pp. 365-393.

Federman, Joel: *Teens, Sex and TV.* Menlo Park, CA, The Kaiser Family Foundation, 2002, Publication No. 3229, 32 p.

Fedorov, Alexander; Chelysheva, Irina: *Media Education in Russia: Short History of Development.* Taganrog, Poznanie, 2002, 266 p. ISBN 5-94673-005-3.

Feierabend, Sabine; Klingler, Walter: Was Kinder sehen : Eine Analyse der Fernsehnutzung von Drei- bis 13-Jährigen 2001. *Media Perspektiven* 5(2002)pp. 221–231.

First Report Inhope : Association of Internet Hotline Providers in Europe. Goring, U.K., Inhope, 2002, 48 p.

Götz, Maya (Hg.): *Alles Seifenblasen? Die Bedeutung von Daily Soaps im Alltag von Kindern und Jugendlichen.* München, KoPäd, 2002, 396 p.

Hanley, Pam (ed.): *Striking a Balance : the Control of Children's Media Consumption.* London, BBC, Broadcasting Standards Commission, Independent Television Commission, 2002, 87 p. ISBN 1-872521-50-9, available on-line at: http:/www.bsc.org.uk/pdfs/research/parental.pdf

Hansen, Flemming; Rasmussen, Jeanette; Martensen, Anne; Tufte, Birgitte (eds.): *Children : Consumption, Advertising and Media.* Frederiksberg, Samfundslitteratur Press, 2002, 301 p. ISBN 87-593-0977-6.

Livingstone, Sonia: *Young People and New Media.* London, Sage, 2002, 240 p. ISBN 0-7619-6466-5.

Price, Monroe E.; Verhulst, Stefaan G.: *Parental Control of Television Broadcasting.* Mahwah, NJ, Lawrence Erlbaum Associates Inc., 2002, 336 p. ISBN: 0-8058-2978-4.

Protecting Children's Privacy Under the Children's Online Privacy Protection Act : A Survey on Compliance. Staff report, Federal Trade Comission, 2002. Available: http://www.ftc.gov/opa/2002/04/coppaanniv.htm

Roban, Whitney: *The Net Effect : Girls and New Media.* New York, Girl Scouts of the USA, 2002, 131 p.

Sjöberg, Ulrika: *Screen Rites : A Study of Swedish Young People's Use and Meaning-making of Screen- based Media in Everyday Life.* Lund University, 2002, 318 p. ISBN 91-7267-128-9.

Sparrman, Anna: *Visuell kultur i barns vardagsliv - bilder, medier och praktiker* [Visual culture in the everyday life of children: pictures, media and practices]. Tema Barn, Linköpings universitet, 2002, 250 p. ISBN 91-7373-298-2. (In Swedish)

Strasburger, Victor C., Wilson, Barbara J.: *Children, Adolescents and the Media.* Thousand Oaks, CA; London, Sage, 2002, 539 p. ISBN: 0-761-92125-7.

Thornburgh, Dick; Lin, Herbert S. (eds.): *Youth, Pornography, and the Internet.* Washington, National Academy Press, 2002, 480 p. ISBN: 0-309-08274-9. (Committee to Study Tools and Strategies for Protecting Kids from Pornography and Their Applicability to Other Inappropriate Internet Content, National Research Council, USA) Available on-line at: http://bob.nap.edu/html/youth_internet/

Wâlma van der Molen, Juliette H; Valkenburg, Patti M.; Peeters, Allerd L.: Television News and Fear: A Child Survey. *The European Journal of Communications Research* 3(2002) pp. 303-317.

Van Gorp, Jeremi: *Tieners op TV: Participatie, Kenmerken, Wetgeving, Deontologie, Selectie, Impact* [Teenagers on Television : Participation, Features, Legislation, Deontology, Selection, Impact]. Universiteit Antwerpen (UIA), Faculteit Politieke en Sociale Wetenschappen, 2002, 207 p. (+bijlagen 350p.) (In Dutch)

The UNESCO International Clearinghouse on Children, Youth and Media

In 1997, The Nordic Information Centre for Media and Communication Research (Nordicom), Göteborg University Sweden, began establishment of The UNESCO International Clearinghouse on Children, Youth and Media (formerly the UNESCO International Clearinghouse on Children and Violence on the Screen), financed by the Swedish government and UNESCO. The overall point of departure for the Clearinghouse's efforts with respect to children, youth and media is the UN Convention on the Rights of the Child.

The aim of the Clearinghouse is to increase awareness and knowledge about children, youth and media, thereby providing a basis for relevant policy-making, contributing to a constructive public debate, and enhancing children's and young people's media literacy and media competence. Moreover, it is hoped that the Clearinghouse's work will stimulate further research on children, youth and media.

The International Clearinghouse on Children, Youth and Media informs various groups of users – researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals – about

- research on children, young people and media, with special attention to media violence
- research and practices regarding media education and children's/young people's participation in the media
- measures, activities and research concerning children's and young people's media environment.

Fundamental to the work of the Clearinghouse is the creation of a global *network*. The Clearinghouse publishes a *yearbook* and a *newsletter*. Several *bibliographies* and a worldwide *register of organisations* concerned with children and media have been compiled. This and other information is available on the Clearinghouse's *web site*: www.nordicom.gu.se/unesco.html

The Clearinghouse is located at Nordicom

NORDICOM is an organ of co-operation between the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden. The overriding goal and purpose is to make the media and communication efforts under-taken in the Nordic countries known, both throughout and far beyond our part of the world.

NORDICOM is funded by the Nordic Council of Ministers.

NORDICOM uses a variety of channels – newsletters, journals, books, databases – to reach researchers, students, decision-makers, media practitioners, journalists, teachers and interested members of the general public.

NORDICOM works to establish and strengthen links between the Nordic research community and colleagues in all parts of the world, both by means of unilateral flows and by linking individual researchers, research groups and institutions.

NORDICOM also documents media trends in the Nordic countries. The joint Nordic information addresses users in Europe and further afield. The production of comparative media statistics forms the core of this service.

The UNESCO
International Clearinghouse
on Children, Youth and Media

Göteborg University

Nordic Council of Ministers

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